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ABSTRACT

This publication provides an overview of the Vocational Education Act (VEA) of 1984 and guidelines for compliance and proposal development. Section I describes why the legislation was enacted and the five titles of which the Act consists. Funding is compared for fiscal years 1984-85 and 1985-86, and funding priorities and eligibility for VEA funding are addressed. Sections II and III, which focus on specific titles of the VEA, offer guidelines for compliance and proposal development regarding the specific titles. Section II first discusses the Vocational Education Opportunities Program (Title IIA). It describes programs for special populations (handicapped disadvantaged individuals, adults in need of training and retraining, single parents, sex equity, and corrections/incarcerated) as well as specific criteria, such as allocation and use of funds and prescriptive requirements. This section then discusses Vocational Education Program Improvement, Innovation, and Expansion (Title IIB). The 10 priority areas designated for funding in FY 1985-86 are considered. The purpose, use of funds, and prescriptive requirements are identified for each priority. Section III discusses Special Programs (Title III), specifically the purpose, allocation and use of funds, and priorities of consumer home economics funding with descriptions. Definitions are appended. (YLB)

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OVERVIEW AND

PROPOSAL DEVELOPMENT

GUIDELINES

Carl D. Perkins
Vocational Education Act
P.L. 98-524

First Draft
March 20, 1985

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OVERVIEW AND PURPOSE

CARL D. PERKINS VOCATIONAL EDUCATION ACT P.L. 98-524

This legislation was enacted to:

1) Assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nations existing and future workforce for marketable skills and to improve productivity and promote economic growth;

2) Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

3) Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

4) Improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

5) Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

6) Assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

7) To assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

8) Improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

9) Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

The Act consists of five (5) titles -

Title I - Vocational Education Assistance to the States which outlines the allottment and allocations to the state, along with requirements for state organizational and planning responsibilities.

Title II - Basic Grants to the States which provide funding for:

Part A.

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Vocational Education Opportunities provides for a 57% setaside to be used for special populations:

- Handicapped individuals	10%
- Disadvantaged individuals	22%
- Adults in need of training/retraining	12%
- Single parents or homemakers	8.5%
- Elimination of sex bias/stereotyping	3.5%
- Crinimal offenders in a correctional institution	1%

Part B

Vocational Education Program Improvement, Innovation, and Expansion allows funding for twenty-five (25) purposes:

1) improvement of voc. ed. programs
   high-tech and industry/education programs
   apprenticeship
   provide technical assistance
2) expansion of voc. ed. and introduce new voc. ed.
3) introduce new voc. ed.
4) creation and expansion of programs to meet needs of business and industry
5) exemplary and innovative programs stressing new and emerging technologies
6) post-secondary and adult
7) improvement and expansion of career and guidance counseling
8) curriculum development
9) area vocational schools
10) equipment and renovation of facilities
11) fundamentals of math and science applications
12) regional employment and education coordinators
13) student organizations
14) pre-vocational programs
15) modern industrial and agricultural acts
16) vocational equity
17) stipends for students
18) placement services for completers
19) day care
20) construction of area vocational schools
21) high-tech equipment
22) other service providers
23) telecommunications
24) anything in Title II Part A
25) staff inservice and pre-service

Title III provides for Special Programs and federal monies have been appropriated for use in only one of these programs, i.e. Consumer Homemaker Education.

Part A - Vocational Education Support Program by Community Based Organizations

Part B - Consumer and Homemaker Education

Part C - Adult Training and Retraining

Part D - Comprehensive Career Guidance and Counseling

Part E - Industry-Education Partnerships for Training in High Technology Occupations

Title IV describes the National Programs and authorized research activities for the following purposes:

to authorize research activities which contribute to improving the access to vocational education programs of individuals who are disadvantaged, who are handicapped, women who are entering nontraditional occupations, adults who are in need of retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

to improve the competitive process by which research projects are awarded;

to encourage the dissemination of findings of research projects assisted under this Act to all states; and

to authorize research activities which are readily applicable to the vocational education setting and are of practical application to vocational education administrators and other involved in vocational education.

The research will be carried out by the National Institute of Education as well as unsolicited reseach proposals from individual researchers, community colleges, state advisory counsils, and state and local educators. Preference will be given to public and private post-secondary institutions for conducting research. There will be a national assessment of vocational education conducted by the National Institute for Education and a national research center will continue to be funded; currently the national center is located at Ohio State University.

This bill provides funds to the Secretary:

for Demonstration Education Programs through states or local education agencies for the disadvantaged, handicapped, single parent, and other programs authorized by Title II, Part B. State equipment pools will be made available for loaning high-technology equipment to local programs for high-tech training. Demonstration centers for retraining dislocated workers will be funded as research as well as model centers for providing vocational training for older individuals. In general, the emphasis on research is embodied at the national level;

to the Secretary for the Vocational Education Data System and the Occupational Information Data System. both systems ar currently being re-designed but will require the following elements:

(A) students (including information concerning race, sex, and handicapping condition),
(B) programs,
(C) program completers and leavers,
(D) placement and follow-up,
(E) staff,
(F) facilities, and
(G) expenditures in relation to the principal purposes of this Act.

to the Secretary to establish a National Council on Vocational Education which will report directly to the President, Congress, and the Secretary on the effectiveness of the Act and for improvements needed to meet the needs of employers. The council will consist of 17 members, nine of which must represent the private sector.

to the Secretary for Bilingual Vocational Training. Grants may be awarded to states, LEAs, or post-secondary institutions to serve individuals who normally use a language other than English, to assist these eligible recipients in conducting training for instructors of bilingual vocational education and training programs, and to assist in the development of instructional and curriculum materials, methods, or techniques for bilingual vocational training.

Title V of the Carl Perkins Vocational Act deals with Federal Administrative Provisions. Generally, it limits the federal share of costs to no more than 50% of the federal costs, except it allows for 100% funding for programs under Title II, Part A for single parents and homemakers, sex bias elimination, and criminal offenders.

Funds are to be utilized to support the federal share of the costs for each fiscal year. Except for projects, services and activities for single parents and homemakers, programs to eliminate sex bias, and the Title IIA, Incarcerated setaside; all monies must be matched with direct costs (not in-kind contributions) at fifty percent (50%) with state and local funds.

Funds are to be used to "supplement, and to the extent possible, increase the State and local funds that would, in the absence of such Federal funds, be made available for the uses specified in the State Plan and in no case supplant such State or local funds."

The State is required to maintain fiscal effort at 100%, conduct an evaluation, at least every five (5) years, and an audit at least every two (2) years, as set forth in Section V of these guidelines.

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FUNDING COMPARISON

If you refer to Table I. in Section V, Funding Comparison between FY 1984-85 and 1985-86 you can see that the federal funding distribution has shifted significantly. In addition, the DPI/VTAE "pool" contracting was not continued for secondary vocational education students. There is some potential to utilize setasides, other than Handicapped and Disadvantaged, which must flow-through 100% on the entitlement formula to local districts, for the statewide focus/administration, however, the shift will not be significant enough to greatly increase the discretionary dollars.

The discretionary dollars for FY84-85 could be used for the statewide focus/administration purpose, however, it was not spedcified at 20% of the Title II appropriation.

The 1984-85 appropriation did not utilize an entitlement formula for Handicapped and Disadvantaged, therefore, specific discipline programs, i.e. Agriculture, Business Education, etc., received grant awards for both mainstreaming students and separate programs. This is now a direct grant to the district utilizing specific criteria set forth in these guidelines.

Also, the 1984-85 VEA didn't encourage maintenance of existing programs, however, it did not prohibit their funding as the 1985-86 VEA does in emphasizing only expansion, improvement, modernization and development. In addition the 1985-86 VEA has added significant support for single parents, homemakers, sex equity and incarcerated youth.

FUNDING PRIORITIES

It is for this reason that the State Superintendent has been required to re-vamp the funding process and prioritized the funding for discretionary projects. The program/purpose section of these guidelines sets forth these priorities along with the mandated sections. Please review each one for unique criteria and prescriptive requirements for compliance. Other general overall requirements are detailed in Section V if you elect to participate. The application/plan process and procedures are detailed in that section.

You will note references throughout these guidelines to percentage of reimbursement. It is important to note that these are planning projections and will need to be adjusted based on:

- total number of dollars available
- total number of dollars requested
- type of application received to meet the 51% requirement for depressed areas
- rating criteria established to meet all federal mandates.

ELIGIBLITY

If a district elects to participate in this VEA funding, it must comply with all the federal requirements set forth in Section V, including program evaluations and the reporting requirements for the Vocational Education Data System (VEDS).

In addition, the state requires the services of a local vocational education coordinator (LVEC) to facilitate these requirements and provide leadership for the total vocational education program.

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The department will award grants to districts - a local education agency (LEA), cooperative educational service agency (CESA), the State educational agency (DPI), universities and post-secondary educational institutions.

Districts (LEAs) may organize through an official contractual agreement with a CESA under a single CESA-wide application/plan supported by contracts with eligible recipients (LEAs). Since LEAs are eligible recipients, districts are the recipients of teh federal VEA monies. Districts must operate through an officially established 66:30 agreement approved by the DPI's Division for School Financial Resources and Management Services, i.e. "hosting-sharing" without official agreement is not appropriate.

Wisconsin laws prohibit the actual granting of P.L. 98-524 funds to non-public schools and agencies, including Community Based Organizations (CBOs). Students in non-public schools and agencies should be provided the opportunity to participate in public school program swithin the public sector.

The Act requires fundable projects to be of "sufficient size, scope and quality to give a reasonable promise of meeting the vocational needs of students involved in the project" and encourages joint planning with JTPA, ECIA, Chapter 1, EHA, Rehab. Act of 1973, and Adult Education Act, (see acronym section) to encourage non-duplicative efforts, and cooperative programs offered jointly with other eligible recipients.

By accepting P.L. 98-524 monies, a district is assuring compliance with all state and federal statutes, rules and regulations.

VOCATIONAL EDUCATION OPPORTUNITIES PROGRAM (Title IIA)

This program is designed to meet the needs of special population by providing vocational education services and activities to assist them in gaining access to an benefit from vocational programs. Fifty-seven percent (57%) of Title II monies are designated to serve:

- Handicapped individuals;
- Disadvantaged individuals;
- Adults who are in need of training and retraining;
- Individuals who are single parents or homemakers; and
- Individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education
- Criminal offenders who are serving in a correctional institution.

The programs are described in this section along with specific criteria and prescriptive requirements. The Act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines.

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HANDICAPPED/DISADVANTAGED INDIVIDUALS

PURPOSE

One major purpose of the new Carl D. Perkins Vocational Education Act is to assure "that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs." In addition to other groups, "individuals who are handicapped, who are disadvantaged, and those who have limited English proficiency" are specifically named. As a result, a significant portion of the law's basic state grant "shall be used to provide vocational education services and activities designed to meet the special needs of disadvantaged, handicapped and limited English proficient (LEP) individuals." The law also specifies that these monies are to be used to "meet the needs identified in the state plan."

ALLOCATION OF FUNDS

The 10% of the basic grant setaside for handicapped individuals and the 22% of the basic grant setaside for disadvantaged/LEP individuals is allotted to local districts on a formula basis. Districts must submit an application to participate in this entitlement. Monies not utilized by non-participating districts, along with carry-over monies for the first year, will be re-allotted based on the formula. The Act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines. All "participating eligible recipients" will receive what we will refer to as an "entitlement." A chart in the appendix of this document titled "Special Needs Entitlement" lists each eligible recipient's entitlement. Each district's entitlement for the 1985-86 school year is calculated as follows:

For handicapped students -

One half equals:

$$\frac{\text{number of economically disadvantaged individuals K-12 in the district in the preceding school year}}{\text{total number of economically disadvantaged individuals K-12 in all participating Wisconsin districts in the preceding school year}} \times \text{50\% of the DPI portion of monies setaside for handicapped individuals}$$

The other half equals:

$$\frac{\text{number of handicapped individuals served in vocational programs grades 9-12 in the district in the preceding school year}}{\text{total number of handicapped individuals served in vocational programs grades 9-12 in all participating Wisconsin districts in the preceding school year}} \times \text{50\% of the DPI portion of monies setaside for handicapped individuals}$$

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For disadvantaged students -

One half equals:

$$\frac{\text{number of economically disadvantaged individuals K-12 in the district in the preceding school year}}{\text{total number of economically disadvantaged individuals K-12 in all participating Wisconsin districts in the preceding school year}} \times \text{50\% of the DPI portion of monies setaside for disadvantaged individuals}$$

The other half equals:

$$\frac{\text{number of economically and academically disadvantaged and LEP individuals served in vocational program grades 9-12 in the district in the preceding school year}}{\text{total number of economically and academically disadvantaged and LEP individuals served in vocational programs grades 9-12 in all participating Wisconsin districts in the preceding school year}} \times \text{50\% of the DPI portion of monies setaside for disadvantaged individuals}$$

Vocational Education Data System (VEDS) data districts submitted will be used to determine the number of handicapped, disadvantaged, and LEP students that participate in a district's 9-12 vocational programs. If your district did not participate in the Federal Vocational Education program during the 1983-84 school year and consequently did not submit VEDs data to DPI, it will only be eligible for that portion of the entitlement generated by economically disadvantaged individuals.

Chapter II, ECIA, data already available in the Department will be used to make the economically disadvantaged determinations in the formulas.

If limited English proficient students help generate a portion of a district's disadvantaged entitlement, the district must use a percentage of the entitlement for LEP students. The percentage is determined as follows:

$$\frac{\text{number of LEP individuals served in vocational programs grades 9-12 in a district in the preceding school year}}{\text{total number of LEP individuals served in vocational programs grades 9-12 in all participating Wisconsin districts in the preceding school year}} \times \text{the district's total disadvantaged entitlement}$$

Since it is not anticipated that all eligible recipients will actually participate in this program, you should write your district's application for 115% of the amount(s) listed. You will receive "actual" figures after all Title IIA applications have been processed. Some minor application adjustments may be required at that time.

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If a district's total entitlement under this Act is less than $1,000, it should plan to cooperate with other districts and/or a CESA to develop a meaningful project, service, or activity.

USE OF FUNDS

General

Monies flowing to local districts must be used for "supplementary or additional staff, equipment, materials and services not provided to other individuals in vocational education." These supplementary or additional items must also be "essential for handicapped/disadvantaged/LEP individuals to participate in vocational education." This phraseology limits use of monies to items which are of direct service to special needs students. Indirect services such as research, staff inservice or curriculum development activity cannot be appropriately supported using dollars allocated through Title IIA of the law.

Special education and related services are not fundable. Even though special education can be defined as "supplementary or additional staff, equipment, materials and services not provided to other individuals in vocational education" and is "essential for handicapped individuals to participate in vocational education," it is not the intent of this legislation to expand its availability. Monies can, however, be utilized to make existing special education and related services more meaningful to vocational educators and handicapped vocational students. Vocational educators are responsible for the occupational preparation of all students. Any proposal that tends to shift this responsibility to special education is unapprovable.

If conditions of the handicapped/disadvantaged/LEP individuals served require a "separate program," then only costs of the services and activities which exceed your district's average per pupil expenditure for regular vocational education program are fundable. A "separate program" is one offered in lieu of all or a portion of the regular vocational education program. The purpose of this language is to ensure compliance with the equal access provisions of the law. Students who need a separate vocational program or portion of a vocational program are legally entitled to the same level of state/local program support provided the regular vocational program. The following chart titled "Supplementary or Separate?" is an attempt to help you determine how your project will be classified.

SUPPLEMENTARY OR SEPARATE?

Determining whether or not a program course or service offered for special needs students is supplementary or separate is not a simple task. It is necessary to do so, however, since proposed rules for the Carl D. Perkins Act limit funding of separate programs to costs "which exceed the average per-pupil expenditures for the comparable regular services and activities of the eligible recipient." The purpose of this language is to ensure that federal monies are only used to defray the excess costs of serving special needs learners. In the past, federal monies we often used to defray the full cost of vocational programming and special needs learners did not benefit equitably by state and local monies expended for vocational education.

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Supplementary (i.e. in addition to the regular vocational education program the special needs student is also enrolled in)

A course/service/program may be supplementary if:

- its purpose is to make it possible for special needs students to succeed in the regular vocational education program.
- it expands the scope of the regular program for special needs students (more time)
- apart from the regular vocational education program it would not result in occupational competence
- enrollees are enrolled in or expected to enroll and succeed in the regular vocational program

Separate (i.e. offered for special needs students instead of, apart from, detached from, not closely unified with, or isolated from, all or a portion of the regular vocational education program)

A course/service/program may be separate if:

- its purpose is to provide an alternative to all or a portion of the regular vocational education program.
- it is offered in lieu of all or a portion of the regular vocational education program (no increase in time spent in voc. ed.)
- its completion would result in occupational competence without enrolling in the regular vocational program
- enrollees cannot reasonably be expected to benefit from the regular vocational program
- content is derived from more than one traditional discipline
- similar courses or services are offered to students who do not have special needs
- when enrolled, it is the only vocational education course or program the student is involved in.

Viewed according to this criteria, a school supervised work experience program could be either supplementary or separate depending upon its objectives. If, for example, it was offered to seniors enrolled in a regular vocational course or program who need an on-the-job experience in order to successfully make the transition from school to work it could be "supplementary." If, on the other hand, it is the only vocational education program provided for special needs learners it would be "separate."

The line of differentiation is a fine one. Call and we'll attempt to help you determine.

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Prescriptive Requirements

The new law requires local districts that participate in this "entitlement" program for disadvantaged and handicapped students to do several things before monies are used for any other purpose. These five prescriptive requirements of the law follow:

1) "provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state . . . together with the requirements for eligibility for enrollment in such vocational education programs."

2) Each handicapped or disadvantaged student that enrolls in a vocational education program shall receive "an assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program";

3) Each handicapped or disadvantaged student that enrolls in a vocational education program shall receive "special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established as a result of the assessment described in (2)";

4) Each handicapped or disadvantaged student that enrolls in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services"; and

5) Each handicapped or disadvantaged student that enrolls in a vocational education program shall receive "counseling services designed to facilitate the transition to post-school employment and career opportunities."

These five requirements or services are listed in logical order; a school must fully comply with the first requirement before it utilizes monies for any other purpose. Similarly, the assessment process prescribed by requirement (2) must be in place before monies are utilized to provide special services required by (3) or any other purpose(s).

Systematic implementation of these requirements will lead to the development of meaningful vocational education services for students who have special needs. The following papers include a suggested process eligible recipients can follow in order to comply with prescriptive requirement. An eligible recipient may use all or a portion of its entitlement in order to comply with these prescriptive requirements.

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Prescriptive Requirement #1

NOTIFICATION OF VOCATIONAL OPPORTUNITIES

Section 204(b) of the Carl D. Perkins Vocational Education Act requires eligible recipients who participate in funding provided by Title II, Part A, of the Act to:

> " . . . provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state . . .."

This information is also to include:

> " . . . the requirements for eligibility for enrollment in such vocational education programs."

In Wisconsin this information will need to be provided at least one year before handicapped individuals and disadvantaged individuals enter the ninth grade.

As an absolute minimum, the notification should provide a brief summary of program offerings, admissions criteria, and the name, office address, and telephone number of the person(s) designated to coordinate vocational education programs.

Local newspapers, school newsletters, bulletins, memoranda, other publications, and/or other media are suggested ways for providing this notification, as shown in the following example.

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EXAMPLE

NEWSPAPER/NEWSLETTER ANNOUNCEMENT

Each year, the Cherwell School District offers vocational education programs at Hubble High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers and counselors.

The following is a list of programs being offered this year and their criteria for admission.

Program	Criteria for Admission
Business Occupations	Prerequisite - 1 year typing
Food Services	none
Recreation and Tourism	none
Auto Mechanics	none
Production Agriculture	none

All vocational education programs follow the district's policies of nondiscrimination on the basis of race, color, national origin, sex, age or handicap in all activities and in employment. In addition arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact:

Dr. Lyle Jones
Vocational Education Director
Central Administration Office
Cherwell School District
14 Lake Michigan Drive
Anytown, Wisconsin 53701
(608) 555-7000

Inquiries concerning equal opportunity for the handicapped should be directed to:

Dr. Kenneth Lange
Section 504 Coordinator
Cherwell School District
Central Administration Office
14 Lake Michigan Drive
Anytown, Wisconsin 53701]
(608) 555-7010

Please note that this requirement is similar to OCR Guideline IV (O) which requires recipients to issue public notification that all vocational opportunities will be offered without regard to race, color, national origin, age, sex or handicap. You should plan to coordinate notification efforts.

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As indicated above, this example represents what is minimally necessary to comply with the law. Education for employment is serious business! Preparing well in high school requires thoughtful planning on the part of students and their parents. The quality of the planning will be directly affected by the nature of the information students and parents have to plan with. The information requirement of this law represents the first logical step in a comprehensive program of service for students with special needs.

In addition to what is included in the example, the process of notification to students and parents should include:

- a description of why it is important to establish meaningful post-school goals now
- a functional definition of vocational education and its components parts
- a description of the vocational assessment process that will be provided for special needs students before they enroll in vocational courses
- what parents can do to facilitate the career development process
- a listing of the basic skills/knowledges/competencies that are important for occupational success
- typical jobs a student might expect to obtain by completing all or a portion of each vocational education program
- the kind of special help students can expect to receive from support service personnel
- the portion of a student's time typically spent in vocational education coursework
- the various methods vocational educators employ such as

  co-operative work experience
  simulative work experience
  supervised occupational experience

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Prescriptive Requirement #2

VOCATIONAL ASSESSMENT

Sec. 204(c)(1) of the law prescribes that each handicapped and/or disadvantaged student who enrolls in a vocational education program "shall receive assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program." In order to demonstrate minimum compliance with this provision of the law, eligible recipients will need to be able to answer each of the following questions for each special needs student they enroll in a vocational education program:

1) Is this student at the vocational awareness, vocational exploration or vocational preparation stage and how was this determined?

2) Which occupational area is this student most interested in and how did you determine this?

3) Which occupational area(s) does this student have aptitude and ability for and how did you determine this?

4) What particular learning requirements (special needs) will need to be met if this student is to succeed in a specific vocational education program and how did you determine them?

5) What job title, potential employment outcome or post-school goal has been tentatively identified for this student?

Information obtained by answering these questions must lead to the development of an Individualized Education for Employment Plan (IEEP). The IEEP will be the basis for offering special services.

The IEEP could be an expanded part of the Individual Education Plan (IEP) that is required for handicapped students who have exceptional educational needs.

The IEP has four major stages or components that could be applied to the IEEP.

1) Determination of present levels of performance.
2) Statement of annual goals and short term objectives.
3) Outlining necessary support services.
4) Specifying evaluation criteria.

Information or data needed for the first three major steps or components will be a product of the assessment process required by the Carl Perkins Act.

The evaluation criteria should include process (periodic checks) and product (overall outcome) oriented assessment. Objectives defined in the IEEP should be stated in measurable performance terms. The ability to measure or otherwise demonstrate progress in achieving vocational education goals is essential.

Vocational assessment is an ongoing process. As a minimum, the entire process should be updated annually.

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Prescriptive Requirement #3

SUPPORT SERVICES

Section 204(c)(2) of the Carl D. Perkins Vocational Education Act prescribes that each handicapped and/or disadvantaged student who enrolls in a vocational education program shall receive:

> "special services including adaptation of curriculum, instruction, equipment and facilities, designed to meet the needs."

The "needs" are those identified as a result of the vocational assessment described in the previous section.

In order to demonstrate minimum compliance with this provision of the law, eligible recipients will need to be able to answer each of the following questions when a special needs student is enrolled in vocational education:

1) How has this student's curriculum been adapted (i.e., how does this special needs student's vocational curriculum differ from the district's regular vocational curriculum?)

2) What adaptations have been made in <u>how</u> this student will be taught (i.e., how will content be transmitted or delivered differently for this student?)

3) How will equipment be adapted for this student?

4) How will facilities be adapted for this student?

If a student has special needs, then adaptions will have to be made in at least one of these four areas. If the student is capable of succeeding without adaptations, s/he does not have special needs!

The special services required to enable special needs learners to participate in and benefit by regular vocational education program and/or classes can be broken down into four component parts:

1) <u>Adaptation of Curriculum</u> - i.e., adaptation of <u>what</u> will be taught.

   When adapting curriculum an educator must focus on a viable exit point or visible employment outcome. Identifying a specific outcome isolates and pinpoints the learning that needs to take place and eliminates unnecessary content. Not all content is of equal value to special needs students. Curriculum adaptation will make it possible to focus instruction on <u>essential</u> content ensuring that valuable instruction time is not devoted to less important content before essentials have been mastered.

2) <u>Adaptation of Instruction</u> - i.e. adaptation of <u>how</u> content will be transmitted or delivered.

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Teaching strategies that could be used by vocational educators to better serve special needs students include:

- developing instructional checkpoints to determine teaching effectiveness
- starting the teaching process below where a student is functioning
- providing students with choices
- using direct teaching experiences as often as possible (learning by doing)
- considering the time element of teaching (flexibility)
- encouraging students to "think through" situations
- involve students in vocational student organization activities
- solicit feedback from students on the effectiveness of teaching
- varying the instructional presentation of content
- detailing the details
- developing subunits of instruction within existing units of instruction

Class modifications could include changes:

- in grading procedures
- in test requirements
- in the sequence of instruction
- in classroom environment
- in project or report requirements
- in the pace of instruction
- in math
- in listening demands
- in reading requirements

Remember, the student's ability to perform is more important than the time it takes them to learn to perform. Once a skill or task has been mastered, actual performance time on the job will be comparable to that of a non-special needs student. At that point the time it took to learn will be of little significance.

3) Adaptation of Equipment - i.e. adaptation of the tools and to transmit content.

Most of the equipment used in vocational education by "regular" students can also be used by special needs students without modification. Modification of equipment should not be attempted until the need arises. Most modifications will be unique to the particular disability possessed by a student.

4) Adaptation of Facilities

Accessibility of facilities is generally an administrative concern rather than a teacher concern. Published standards are available through the DPI, Jahn Tinglum (608) 266-2803.

Section 204(a)(3)(A) of the Act requires that:

"vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act."

Programming for disadvantaged students should also be provided in the least restrictive environment.

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Prescriptive Requirement #4

GUIDANCE, COUNSELING AND CAREER DEVELOPMENT

Section 204(c) of the Carl D. Perkins Act specifies that each handicapped and/or disadvantaged student that enrolls in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such services."

In order to comply with this provision of the law, eligible recipients will have to meet the following minimal requirements, showing evidence that special needs students are being provided:

1) Career Planning Skills including

   1.1 decision making
   1.2 goal setting
   1.3 information seeking
   1.4 long- and short-term planning

2) Career Awareness and Exploration Experiences including

   2.1 increased knowledge of the area and community job market
   2.2 an understanding of the state, regional, and local labor market relative to interests, abilities, and aptitude
   2.3 information on alternative occupational opportunities that may also be available

3) Personal and Interpersonal Work Skills including

   3.1 understanding of the importance of acquiring positive work values, habits, and marketable job skills
   3.2 an understanding of human relations, maintaining a positive attitude and the relationship to personal interests and value in job performance

Proposed rules for the Act specify that if special needs students need a separate program the Federal share of its cost can only be applied to the portion that exceeds "the average per-pupil expenditures for the comparable regular services and activities of the eligible recipient." What this means is that special needs students must receive at least as much state and locally funded guidance service as non-special needs students before Federal monies can be used to defray their cost.

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Prescriptive Requirement #5

COUNSELING SERVICES DESIGNED TO FACILITATE TRANSITION

Section 204(d) of the Carl D. Perkins Act specifies that each handicapped and/or disadvantaged student that enrolls in a vocational education program shall receive "counseling services designed to facilitate the transition to post-school employment and career opportunities."

In order to comply with this provision of the law, eligible recipients will have to meet the following minimal requirements, showing evidence that "counseling services" are:

1) Recommending alternative educational programs which provide individualized work experience, employability skills, and improved overall educational performance.

2) Coordinating activities which provide for the involvement of the family in the planning and design of strategies which meet the needs of the individual.

3) Making provisions for the establishment of, or involvement in, a centralized job placement service which will assist special needs students to obtain full-time, part-time, or temporary employment within the community or nearby region.

Keep in mind that these are minimum requirements for compliance with the law. Counseling assistance should be made available to handicapped and disadvantaged students on a K-12 basis. Services should account for personal and learning differences in the educational process. The goal is to assist students with special needs to make a smooth transition from school to work. Accomplishing this requires ongoing attention and the need cannot be adequately met by last minute interventions.

Counseling assistance should include, but not be limited to, the following activities:

1) Assist the student in adjusting their instructional program and/or teacher assignments.

2) Provide for assessments and appropriate referrals relative to the students:

   - Social adjustment and peer relationships
   - Personality development
   - Career development
   - Health and well-being

3) Assist in the implementation of the individual educational plan (IEP) and/or amendments when the need arises.

4) Monitor the students educational progress on a regular basis and intervene when necessary.

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Community Based Organizations

The Act provides that local districts "shall . . . to the extent feasible" use Community Based Organizations (CBOs) of demonstrated effectiveness in areas of the state where:

- there is an absence of sufficient vocational education facilities, or
- the district's vocational education programs do not adequately address the needs of disadvantaged students, or
- in which the district determines that the CBO can better serve disadvantaged students.

Wholesale contracting with CBOs would, however, raise serious questions relating to equal access and least restrictive environment provisions of the law. In its plan, the State of Wisconsin must assure the federal government that:

1) "Equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment and placement activities."

2) "Equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupational specific courses of study and cooperative education."

3) "Vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such Act; and"

4) "Vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education."

Each participating local district will in turn be required to provide similar assurances as part of the application process.

Application Assistance

For more information, contact Preston Smeltzer, Vocational Education Special Needs Supervisor, at (608) 266-7987.

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ADULTS WHO ARE IN NEED OF TRAINING AND RETRAINING

PURPOSE

The Act is intended to make vocational education programs and activities accessible to all persons including dropouts, the incarcerated and adults in need of training and retraining. This program reflects a desire to enhance the overall quality of vocational education by providing needed support services, drawing upon community resources, including those of the private sector and promoting the coordination of vocational education programs and training under the Job Training Partnership Act (JTPA).

ALLOCATION OF FUNDS

The Act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines.

The DPI will allocate these funds based on the following program component priorities for 1985-86:

- ability of the program to become a permanent part of the school's offering after a maximum of three years of funding,
- ability of the program to have significant impact,
- ability of the program to develop employability skills,
- ability of the program to result in some type of credential or work history for participants,
- ability of the program to develop a model that is adaptable or adoptable by other eligible recipients or use of a proven model.
- use of work-site methodology such as cooperative vocational education or work study,
- ability to increase participant involvement in existing regular vocational and general education classes (integration),
- use of private sector input,
- ability to assess participant interest, aptitude and abilities (in order to establish any special needs),
- use of program evaluation criteria and an accountability plan,
- ability to positively influence the entire vocational program,
- use of existing VTAE or CBO programs,
- ability to grant staff time autonomy needed to accomplish its objectives.

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USE OF FUNDS

In accordance with the purposes for this part, funds can be used to provide, improve, or expand:

- placement services for those who have completed vocational education programs,
- the accessibility of existing high school vocational education programs to this population,
- basic skills instruction required for success in vocational education,
- job seeking skills adults need in order to obtain a job,
- specialized on-the-job training for adults who do not have access to other appropriate vocational education programs.

Application Assistance

For more information, contact Preston Smeltzer, Vocational Education Special Needs Supervisor, at (608) 266-7987.

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SINGLE PARENTS

PURPOSE

The Carl D. Perkins Vocational Education Act provides the opportunity for local schools to address the employment preparation needs of single parents (see definition).

Teenage single parents experience a wide range of consequences and challenges which have long-range affects. Nearly four out of five teenage mothers drop out of school. Teenage fathers are only 70% as likely to graduate from high school as non-parent teenage males. Many teen parents have little preparation for economic self-sufficiency or for balancing the dual roles of homemaker/parent and wage-earner. Many teen parents:

Lack education - a high school degree.
Lack employability skills.
Lack marketable skills.
Lack self-esteem.
Lack work experience.
Hold extremely stereotyped notions about the kind of work they want or might be able to do.
Have limited career aspirations.
May be behind grade level in academic achievement.
Obtain low-paying and unrewarding jobs (if any employment is obtained).
Face many barriers to employment - including employer discrimination.
Have a great need for support services to assist them to complete an education and prepare for employment.

Few Wisconsin school districts offer programs or services to meet the needs identified above. Wisconsin has 45 school-age mothers (SAM) programs which serve 700 pregnant teenagers. These programs offer special support services for students up to four months after delivery. Many of these programs focus on needs other than career, employability, and vocational needs.

THE OVERALL GOAL OF SINGLE PARENT PROJECTS IS TO PREPARE YOUNG SINGLE PARENTS FOR ECONOMIC SELF-SUFFICIENCY. In reaching this goal, it is expected that local projects will increase access to existing quality vocational education programs, will develop curricula, vocational activities or support services for single parents, and will develop linkages with other services and programs designed to assist single parents.

ALLOCATION OF FUNDS

Projects will be reimbursed up to 100% depending on how well the proposal addresses the funding criteria.

USE OF FUNDS

Projects should have potential for future replication in other districts and/or CESAs. It is expected that proposals will range from small ($2,000) to large ($50,000) depending on local needs, the number of single parents served and project design.

Eligible recipients may submit an application which includes one or more of the following programs, activities or services - which are listed in priority order.

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1) Provision of vocational education and training, including basic literacy instruction and necessary education materials, which will furnish single parents with marketable skills. A broad range of services and activities are fundable including:

   a) The provision of counseling or classroom instruction which assists single parents to understand the need to acquire marketable skills resulting in economic self-sufficiency.

   b) The provision of career exploration and development activities or programs. A special emphasis on technical, nontraditional, new and emerging occupations should be included in these activities or programs.

   c) The provision of employability and life management skills - including skills targeted to the unique needs of single parents such as skills needed to balance the dual roles of homemaker/parent and wage earner.

   d) The provision of general, cluster, or transferable occupational skills such as those taught in sequence or occupational preparation courses within the high school or in JTPA programs.

   e) The provision of specific occupational skills such as those taught in occupational preparation programs, or employer training programs.

   f) The provision of entrepreneurship skills.

   g) The provision of experiental education coordination including summer program activities.

   NOTE: Projects shall not duplicate or recreate services or programs which already exist, but shall provide greater access for single parents to existing services and programs.

2) Provision of support services which make vocational education and training (outlined in #1 above) more accessible to single parents. Support services may include: child care, transportation, special counseling and guidance, peer support groups, remediation in basic skills, classroom aides, materials, community role models, coordination of a wide range of health, education, employment, and social services for single parents.

   NOTE: The Department will fund child care and transportation only when these services cannot be provided by local/county government or other service providers. (Applicants must provide documentation that these services cannot be funded from other sources.) With regard to providing child care assistance, the Department will give priority to the most cost effective means of providing child care, such as purchasing slots from existing child care providers. Funds for starting "infant child care labs" or in-school child care centers such as those proposed in Governor Earl's 1985-87 biennial budget. Projects requesting the total amount of start up costs for such in-school child care centers will not be approved. The Department will only fund child care for single parents involved in vocational education and training.

3) Provision of staff time to coordinate, link and develop jointly funded projects or partnerships with other programs, agencies, service providers, community-based organizations or funding sources (i.e., social services/JTPA) to meet the multiple needs of single parents in a comprehensive and cost effective manner.

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4) Development of curricula and counseling materials to meet the economic self-sufficiency needs of single parents.

5) The development and dissemination of information for single parents to inform them of vocational education and related support services available to them.

6) Staff development activities to increase the capacity of vocational instructors, counselors, and administrators to meet the special needs of single parents.

NOTE: The Department will fund local staff development activities only as a part of a comprehensive single parent project.

Prescriptive Requirements

1) The Carl Perkins Vocational Education Act requires an emphasis on assisting individuals with the greatest financial need in these single parent programs (Section 201(b)(3)). Applicants must provide an assurance to meet this requirement.

2) Each funded eligible recipient will be required to submit appropriate demographic data on participants, quarterly reports and other evaluation data for single parent programs as determined by the Vocational Equity Supervisor.

3) All curricula and other written materials developed through these funds will be submitted to the Department of Public Instruction, Bureau for Vocational Education.

Community Based Organizations

The Act allows eligible recipients to contract with community based organizations for the provision of vocational education services to single parents if the community based organization has demonstrated effectiveness in providing comparable or related services to single parents, taking into account the demonstrated performance of such as organization in terms of cost, the quality of training and the characteristics of participants.

Plan/Application Assistance

The Vocational Equity Supervisor will develop more detailed "Application Tips" including a description of proposal/application evaluation criteria. Contact Barbara Bitters (608) 266-9609.

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SEX EQUITY

PURPOSE

Sex equity is fair and just treatment of individuals, which allows them to choose educational programs and careers, to enter programs and careers according to their needs, informed interests and abilities, and permits them to participate fully in, and to benefit from, those programs without regard to their sex. The promotion of sex equity in vocational education involves creating an educational environment which helps students free themselves of limiting sex role expectations and fosters preparation for future family and work roles.

To expand the capacity of administrators, instructors, and counselors to achieve vocational equity; increase access to, and participation in, vocational education for females, thereby furnishing them with marketable skills; meet the special needs of nontraditional students; and to provide support services for young women and men to become economically self-sufficient.

ALLOCATION OF FUNDS

During fiscal year 1986, the Department has allocated approximately $175,000 for local sex equity projects. Applications for local sex equity projects for fiscal year 1986 should be submitted using these guidelines. In addition, special Requests for Proposals (RFP) will be issued this year to all eligible recipients. In future years sex equity funds will be allocated on a competitive basis through annual Requests for Proposals (RFP).

Projects for the 1985-86 school year will be reimbursed up to 100% depending on how well the proposal addresses the funding criteria.

USE OF FUNDS

Projects should have potential for future replication in other districts and/or CESAs. It is expected that proposals will range from small ($100) to large ($15,000) depending on local needs and the nature of the project.

Eligible recipients may submit an application which includes one or more of the following programs, activities, or services.

1) Programs, services, and activities to eliminate sex bias and stereotyping in secondary vocational education, including:

   a) Curricula revision or development which prepares students for the changing roles of men and women, and for nontraditional, technical, new and emerging occupations;

   b) Purchase of educational materials which promote vocational equity;

   c) Programs and activities which overcome sex role stereotyping in vocational education, and provide support services for nontraditional students;

   d) The development and dissemination of informational materials for young women concerning vocational and employment opportunities with a special emphasis on nontraditional, technical, high technology, new and emerging occupations;

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e) Assessments of vocational education programs for sex bias and stereotyping, the needs of young women, and the needs of males and females who desire to enter occupations not traditionally associated with their sex;

f) Staff development activities which increase the capacity of administrators, instructors, and counselors to take affirmative or programmatic steps to achieve vocational equity;

(Note: The Department will give priority to staff development activities organized and delivered in a cluster or region.)

g) Implementation of model courses/activities for students which increase their interest in, and preparation for, nontraditional occupations; prepare them for the dual roles of homemaker/parent and wage-earner; expand adolescent role expectations; expand student access to nontraditional experience-based career exploration; increase female self-esteem and motivation to achieve economic self-sufficiency; promote student equity awareness; and develop new skills (e.g., assertiveness, networking) for students continuing to choose traditional careers which will maximize their options;

h) Activities which foster business/industry and parental support for vocational equity and the development of partnerships and collaborative efforts with community agencies, organizations, and businesses to achieve vocational equity;

i) Sex equity activities conducted by Vocational Student Organizations.

2) Vocational education programs, services, and activities for girls and women aged 14-25 designed to enable them to be economically self-sufficient. It is the Department's intent to fund supplemental costs and support services necessary for females to participate in vocational education programs. Priority will be given to those programs, services, and activities which promote nontraditional, technical, new and emerging occupations.

3) Fund a wide variety of support services for individuals participating in vocational education programs described in one and two above, including but not limited to

- child care
- transportation
- peer support groups
- special counseling and guidance
- remediation in basic skills
- classroom aides
- instructional materials
- community role models
- tutors
- prevocational assessment and activities
- job development and placement

<u>Prescriptive Requirements</u>

1) Each funded eligible recipient will be required to submit appropriate demographic data on participants, quarterly reports and other project evaluation data as determined by the Vocational Equity Supervisor.

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2) All curricula and other written materials developed through these funds will be submitted to the Department of Public Instruction, Bureau for Vocational Education.

3) Each funded eligible recipient will be required to complete a comprehensive three-year Vocational Equity Plan, in accordance with the state plan.

Application Assistance

The Vocational Equity Supervisor will develop more detailed "Application Tips" including a description of proposal/application evaluation criteria. Contact Barbara Bitters (608) 266-9609.

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CORRECTIONS/INCARCERATED

PURPOSE

Services and activities funded through this setaside are to provide vocational education programming to meet the special needs of youthful offenders in correctional institutions.

ALLOCATION OF FUNDS

The Act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines.

The Department will allocate these funds based on the following priorities for 1985-86:

USE OF FUNDS

1) Vocational programs based on labor market projections of future employment trends in order to train juvenile offenders for new, emerging, non-traditional and ever-changing occupations;

2) Special services, including adaptation of competency-based curriculum instruction, and equipment to meet the needs of the juvenile criminal offender;

3) Basic skills instruction when such instruction is determined necessary to meet the vocational needs of students who are youthful offenders;

4) Vocational assessment designed to familiarize students with vocational opportunities and assist in making program selections based on skills, interests and future employment opportunities;

5) Vocational education training through community based organizations and arrangements with private vocational training institutions, private post-secondary training institutions, employers and other local education agencies when there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of the students. Vocational education services and activities for the students. Vocational education services and activities for the youthful offender shall, to the extent practicable, include worksite programs with access to modern machinery and tools;

6) Guidance, counseling and career development activities conducted by professionally trained counselors including counseling services designed to facilitate the transition from school to post-secondary employment and career opportunities as well as placement services;

7) Programs, services and activities to eliminate sex bias and stereotyping;

8) Improvement of vocational education services and activities to include:

   a) Latest technological advances,

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b) Acquisition of modern machinery and tools (ONLY in schools where at least 75% of enrolled students are economically disadvantaged).

Application Assistance

For more information, contact Preston Smeltzer, Vocational Education Special Needs Supervisor, at (608) 266-7987.

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VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION (Title IIB)

The Overview and Purpose section of these guidelines and the 1986-88 Wisconsin State Plan for the Carl D. Perkins Vocational Education Act (VEA) sets forth the potential twenty-five fundable categories under Title IIB with the following priority areas designated for funding in fiscal year 1985-86.

- Improvement of Vocational Education Programs
- Development of Exemplary and Innovative Programs
- Stressing the New and Emerging Technologies
- Provision of Curriculum Development Opportunities
- Expansion of and Introduction of New Vocational Education Programs
- Creation and Expansion of Vocational Programs to Meet Needs of Business and Industry
- Support for Vocational Student Organizations
- Comprehensive Career Guidance and Counseling Programs
- Provision of Staff Inservice
- Local Administration

Projects may be submitted in other than the identified priority areas, however, they will be considered only if they meet the federal criteria and sufficient funds are available; the project must be of exemplary quality and meet a critical need. Local schools (individually or collectively), CESAs and universities may submit projects in any of the areas except support of vocational student organizations; only LEAs with state and national VSO affiliations can apply for this priority area.

The specific criteria is identified in each priority. The VEA requires that fundable projects be of "sufficient size, scope and quality to give reasonable promise of meeting the vocational needs of students involved in the projects." Because of the limited discretionary monies, cooperative ventures between and among school districts encouraging broader geographic application and conceptual models are encouraged. Each eligible recipient's proposal should address the standards for secondary vocational programs, including the Education for Employment program goals and objectives.

The act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines.

Prescriptive Requirements

All eligible recipients must include descriptions of the following required components with their applications/plan as described in the Application/Plan Section.

1) proposed mission and goals for vocational education and the specific program areas covered in the application (to be updated annually).

2) proposed program and course structure for vocational education and the specific program areas covered by the application (to be updated annually).

3) efforts/activities to reduce sex bias and sex stereotyping.

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4) efforts/activities to encourage participation of underserved populations.

5) an advisory committee of school and community representatives including business and industry.*

*State recommended component

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PRIORITY AREA: IMPROVEMENT OF VOCATIONAL EDUCATION PROGRAMS

PURPOSE

Since 1964, Wisconsin secondary schools have established many quality vocational education programs which have adequately prepared young people for the world of work. Many of these programs presently need to be re-evaluated, changed and improved so that they can continue to meet labor market and student needs. Changes in the school environment, i.e. declining enrollment, emphasis on graduation requirements, and the needs of the 60% who enter the workforce, along with changes in the world of work, i.e. new technologies, job requirements, and changing patterns of work requires emphasis on the improvement and upgrading of existing vocational programs.

USE OF FUNDS

Eligible recipients may submit an application requesting funds for one or more of the following activities.

1) Re-evaluation of local and/or regional school and world of work climates to determine changes and improvements necessary for a quality futuristic vocational education program;

2) Provision of inservice for local staff, vocational, administrative and others regarding school and/or world of work changes; must meet Department of Public Instruction CEU requirements; up to $1,000.00 per CEU will be reimbursed at a 30-50% rate. Criteria: at least 20 persons should be included in the activity, and the agenda must be approved by BVE staff;

3) Provision of stipends, released time, extended contract (up to two weeks), travel, consultants, and other appropriate related expenses that allows staff to plan, design, and develop new curricula for vocational program areas. Curricula should include conceptual-competency based instruction, technological changes, education/business and industry partnerships, integration of basic skills and related state-identified initiatives. Vocational education program areas improvement efforts should be based on the statewide model Guides to Curriculum Development;

4) Provision of new equipment and resources that will support the new state-approved local curricula;

5) Provision of other activities and/or resources essential to the improvement of vocational education programs. Improvement means the re-evaluating, updating, and changing of established vocational education programs.

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PRIORITY AREA: DEVELOPMENT OF EXEMPLARY AND INNOVATIVE PROGRAMS STRESSING NEW AND EMERGING TECHNOLOGIES

PURPOSE

The rapid growth and change in new and emerging technologies challenges local districts as they plan, design and implement vocational education programs. Analysis of labor market projections indicate that by the year 2000, seventy-five percent of workers will use computers in their work and one-third of projected jobs do not currently exist. Local districts will need to address the provision of new equipment, use of updated teaching strategies and content and delivery system coordination in new, innovative and exemplary ways.

USE OF FUNDS

Eligible recipients may submit an application which include one or more of the following activities:

1) Identification of needs and priorities for updating technological related teaching strategies and content, integration of new and emerging technologies into all vocational education programs, and the coordinating of delivery systems within and between districts;

2) Development and implementation of exemplary and innovative programs related to new and emerging technologies which will provide quality curricula, equipment, instructional materials, and coordinated delivery systems;

3) Initiation and promotion of partnerships with business and industry, and with other governmental agencies, educational enterprises, and service providers in order to maximize the skills, knowledges, equipment, and facilities available;

4) Other activities which may provide teacher-student learning opportunities through innovative, exemplary program development and coordination.

Projects funded under this priority should have potential for future replication in other districts and/or CESAs.

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PRIORITY AREA: PROVISION OF CURRICULUM DEVELOPMENT OPPORTUNITIES

PURPOSE

Societal and technological changes related to the world of work - job, family, and community require emphasis on revision and updating of vocational education curricula. Changes in Wisconsin's workforce composition and declining school populations require consideration of new and/or adaptable curriculum delivery systems. The DPI Education for Employment Initiative identifies the need to incorporate basic skills, entrepreneurship, vocational student organizations, etc. into all vocational program areas, i.e. agriculture, business, health occupations, home economics, marketing, and technology. It further identified a need to build flexible comprehensive-coordinated vocational curricula based on a conceptual foundation with identifiable student competencies that can be articulated with entry level post secondary programs and used to create new innovative delivery systems for secondary students.

USE OF FUNDS

Eligible recipients may submit an application for one or more of the following curriculum development concerns. Project proposal reviews will focus on the quality of the proposal, staff involved, and its potential for meeting future-directed labor market, school, and student needs. In most cases, one project will be funded for each of the described model curriculum development concerns. Eligible recipients must submit an application for each of the described model curriculum development efforts; federal VEA monies may reimburse up to 50% of the total cost.

Agriculture

Identify through needs assessments, labor market information, local school and student needs, workshops and seminars, panel of experts, etc. the potential conceptual base and possible delivery systems for model secondary level agriculture education program for the 1990's. Prepare a written document which serve as a basis for developing new curriculum resources in agriculture. This project will become the basis for the Model Guide to Curriculum Development in Agriculture Education. For additional information contact Floyd Doering at (608) 266-2207.

Business

Initiate needs assessments and investigations into current and future situations regarding the business section, local schools, and student needs as a decision base for curriculum development and revision in business education. Utilize panel of experts, seminars, inservices, and other activities to develop committee identified resource papers which provide an overview of topics and instructional perspective related to topic. This preliminary work will become the basis for model Guide to Curriculum Development in Business Education and will become the major project focus for Business Education Curriculum Development. For additional information, contact Vicki Poole at (608) 267-2138.

Technology Education

Utilize existing research and development base (i.e. Draft-Guide for Technology Programs-Wisconsin and related materials from Technology Education Foundation), a broad-based

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curriculum council, and as needed, yet to be developed materials to create a Model Guide to Curriculum Development in Technology Education. Review and assess existing resource guides. Develop format and procedures for updating and/or establishing necessary resource guides. The resource guide updating and developing will be the basis for continued model curriculum activities development in Technology Education. For additional information, contact Richard Kitzmann at (608) 266-3551.

Marketing Education

Identify through needs assessment, labor market information, local school and student needs, workshops and seminars, panel of experts and other state and national efforts the potential conceptual base and possible delivery system for model secondary level Marketing Education Programs for the 1990's. Prepare a written document which could serve as a basis for developing new curriculum resources in Marketing Education. This project will become the basis for the Model Guide to Curriculum Development in Marketing Education. For additional information contact Marie Burbach at (608) 267-9253.

Home Economics (Wage Earning)

See Consumer Home Economics in Title III Section for additional information regarding Curriculum Development work in Home Economics.

Develop a Model Resource Guide for offering a HERO Multi-Program Instructional Program Component (IPC) offering a one to two year program in the local school. Utilize present HERO teacher-coordinators as resources in writing and/or reacting to the documents contents. Incorporate workshops and seminars, panels of experts and other state or national efforts if appropriate to the efforts. For additional information, contact Elaine Staaland at (608) 266-2347.

Health Occupations

Identify through needs assessment, labor market information, local school and student needs, workshops and seminars, panel of experts, and other state and national efforts the potential conceptual base and possible delivery system for a 1990 model secondary level Health Occupations Clusters program. Prepare a written document which could serve as a basis for developing new curriculum resources in Health Occupations. For additional information, contact Elaine Staaland at (608) 266-2847.

Cooperative Program Planning

Utilize a multi-grouping of school districts within a CESA according to size, conferences, proximity, or preference as a vehicle to collectively understand and implement state initiatives in specific vocational program areas and Education for Employment. Develop methods for implementation, operating procedures, and other coordinating considerations. Identify a multi-year plan for considering all vocational areas as determined by labor market and student need. Request specific funding for the first year, and summarize funding needs for the remaining years of plan. For additional information, contact Leo Bronkalla at (608) 267-9275.

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Other Curriculum Development Projects

Other unsolicited curriculum development project proposals which are of "sufficient size, scope and quality to give reasonable promise of meeting the vocational needs of students involved in the project."

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PRIORITY AREA: EXPANSION OF AND INTRODUCTION OF NEW VOCATIONAL EDUCATION PROGRAMS

PURPOSE

The rapid growth and change in the economy, business and industry indicate that the labor market projections and employment trends will challenge vocational educators to prepare youth for new, emerging, non-traditional, and ever-changing occupations. Therefore the need to develop new vocational education programs and expand current ones become a critical necessity if we are to keep pace and adjust to our changing labor market and student needs.

USE OF FUNDS

Eligible recipients may submit an application which includes one or more of the following activities:

1) Collecting and analyzing local, regional, state and/or national labor market data projections and trends to provide a basis for establishing new and expanded vocational programs;

2) Investigation, curriculum development, and/or community-business and industry interaction activities which will support the expansion of existing vocational education programs. Expansion means the addition of new occupational clusters to an established Instructional Program Component (IPC) or the addition of new student sections in established occupational clusters or the extension of quality high school vocational programs into the middle/junior high school;

3) Investigation, curriculum development, and/or community-business-industry interaction activities which will support the development of <u>new</u> vocational programs;

   (<u>New</u> means the addition of an eleventh and twelfth grade instructional program component which is based on labor market and student needs and includes a work experience component, i.e. COOP, SOE, or simulated experience. <u>New</u> also means the addition of a new program area, i.e. Marketing, Health Occupations, etc.)

4) Provision of <u>new</u> equipment, resources, and staff time for teaching and/or coordination that will support the expanded or new state-approved vocational education program;

5) Provision of other activities and/or resources essential to the expansion or introduction of new vocational programs.

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PRIORITY AREA: CREATION AND EXPANSION OF VOCATIONAL PROGRAMS TO MEET NEEDS OF BUSINESS AND INDUSTRY

PURPOSE

In recent state-level economic development research and investigation projects, Wisconsin's skilled workforce and school system have been identified as quality features. This priority funding area provides funds for the creation or expansion of programs to train workers in skilled occupations needed to revitalize business and industries or to promote the entry of new businesses and industries into the state or communities.

Projects which address this concern will be reviewed and selected on a competitive basis; one or more projects will be funded at up to a 50% reimbursement rate.

USE OF FUNDS

Eligible recipients may submit an application which includes one or more of the following activities:

1) Identify, in cooperation with business and industry, state government and educational agencies, CESA, and LEA personnel, the elementary-secondary educational implications and changes which must be considered and the types of secondary vocational education programs that should be expanded or created to meet the needs of business and industry;

2) Establish opportunities for communication between and among appropriate groups through conferences, workshops, seminars, and/or inservice;

3) Provide for follow-up activities which support identified schools ability to create or expand their vocational programs to meet this need;

4) Provide for written assessment and evaluation activities.

Projects funded under this priority should have potential for future replication in other districts, CESAs, and/or regions of the state.

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PRIORITY AREA: SUPPORT FOR VOCATIONAL STUDENT ORGANIZATIONS

PURPOSE

Participation in Vocational Student Organizations as an integral part of vocational education programs provides many benefits to students. VSO participation expands and enriches student leadership development, vocational understanding, citizenship development, social responsibility, as well as the development of special individual skills. VSOs can provide an avenue for young people to become leaders in their job, family and community life. All schools are encouraged to provide for and support the following VSOs as an integral part of vocational education instruction:

DECA - Distributive Clubs of America
FBLA - Future Business Leaders of America
FFA - Future Farmers of America
FHA-HERO - Future Homemakers of America-Home Economics Related Occupations
VICA - Vocational Industrial Clubs of America

USE OF FUNDS

Eligible recipients may submit applications for grants up to $400.00 for support of local VSO Chapters that are affiliated with the state and national organizations. The approved grant will be provided if the local chapter affiliates with the state and national organizations, has their occupational preparation program identified in application/plan, and submits their annual program of work by December 1, 1985. Applications for the grant must be completed and mailed by the designated closing date for all applications.

New costs of human, material, and/or service resources are fundable if applied to the following VSO activities:

1) Development and implementation of chapter program of work.

2) Activities that support integration of VSOs into curriculum and instruction.

3) Activities, technical assistance, and/or support services which enhance efforts of VSOs in improving the quality and relevance of instruction, student leadership, citizenship responsibilities, work preparation, and other worthwhile related experience for youth.

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PRIORITY AREA: PROVISION OF STAFF INSERVICE

PURPOSE

Changes in technology, labor market information, teaching methodologies, state and national initiatives and legislation, staffing patterns, curriculum emphasis, and school demographics provide a constant challenge to vocational educators, guidance personnel and administrators. Inservice education is one way to assist these professionals keep their vocational programs up-to-date, relevant and available to students.

USE OF FUNDS

Eligible recipients may submit an application which addresses current and/or futuristic concerns related collectively to programs of vocational education or to specific vocational program areas (individual program). Participants in inservice activities related to this priority area could include middle, junior and senior high school vocational education teachers, guidance counselors, administrators, university personnel, and/or related personnel who provide services and support to vocational education programs and students. Funds will be allotted up to 50 percent reimbursement rate for inservice activities that meet either one or two CEU, DPI approved credits, or provide one or two university credits. CEU approved workshops can request program costs (at approximately 25-50 percent reimbursement rate) up to $1,000.00 per drive-in participant and $200.00 per lodge-away-from-home participant. Program costs of credit workshops would be paid by the university or college and participants would pay credit fees. Staff inservice activities should include at least 20 participants. Review and approval of project proposals will be competitive and based not only on the quality and relevancy of the inservice activity, but also the equity of distribution among program areas, participants served, workshop content, and geographical distribution and inservice provider variety.

Eligible recipients may submit an application which meets either CEU or credit course requirements. Areas of emphasis in the application should include one or more of the following activities according to the population to be served:

1) Activities which would enhance the development of Title IIB priority areas as identified by the State Superintendent;

2) Activities which emphasize the integration of handicapped, disadvantaged and underserved populations in regular vocational education courses programs;

3) Activities which promote the development of futuristic vocational education programs in local schools and/or universities as described in "Model Guides to Curriculum Development" and/or related resource guides or papers;

4) Activities which provide opportunities to intern or participate in business and industry settings which would assist participants to update their occupational knowledge and skills;

5) Activities which support and develop one or more of the state initiatives as identified in the DPI Education for Employment Initiatives;

6) Activities which promote increased understanding of the changing conceptual basis of education, vocational education, and the various school programs areas (vocational and general) and introduces new teaching methodologies based on these changes;

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7) Activities which consider the use of new technologies for occupational preparation, program development, and classroom instruction;

8) Activities which consider the changing labor market, school, and student needs as factors which affect that planning for and providing of vocational education programs that prepare young people for the world of work in job, family, and community;

9) Activities which promote the incorporation of "basic skill" instruction in vocational education courses or programs;

10) Activities which promote the articulation of secondary vocational education programs with post-secondary VTAE programs;

11) Other activities as determined by providers to be essential to the improvement, expansion, and modernization of vocational education.

The providers of staff inservice must include a descriptive summary of workshop presenter(s) experience and expertise which is related to the workshop topic(s) and vocational education. The project proposal must include: a description of the substantive orientation/foundation to be used, goals/objectives, scope and sequence, activities and evaluation.

Special Funding - DPI Summer Vocational Education Conference

To facilitate the review and approval of inservice proposal requests for the Department of Public Instruction Summer Vocational Education Conference, July 8-10, 1985 in Madison, Wisconsin, local districts should complete a separate budget. This separate financial page request should include a list of the names and positions of professionals requesting meals, lodging, and registration fee support. Reimbursement may be requested for the registration fee. Maximum meal and lodging expenses using approved state rates (Meals -Breakfast $4.25, Lunch $5.25, Dinner $11.00; and Lodging $36.00). Mileage costs should be computed at no more than two cars per district unless the number of participants require additional cars.

Conference participants who are pre-registered by June 7, 1985, can receive reimbursement on this project request. Reimbursement rates will vary based on demand, however, we anticipate a range of 20-35%.

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Priority Area: COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAMS

PURPOSE:

Specific definitions set forth in this section relate to this purpose. They are:

- Apprenticeship Training Program
- Career Guidance and Counseling
- Disadvantaged
- Handicapped
- Developmental Guidance Program

This program is designed to improve, expand, and extend career guidance and counseling programs to meet career development, vocational education, and employment needs of vocational education students and potential students by providing services and activities that assist individual to:

1. Acquire self-assessment, career planning, career decision making, and employability skills.

2) Make the transition from education and training to work.

3) Maintain the marketability of current job skills in established occupations.

4) Develop new skills to move away from declining occupational fields and enter new and emerging fields in nigh technology areas and fields experiencing skill shortages.

5) Develop mid-career job search skills and to clarify career goals.

6) Obtain and use information on financial assistance for post-secondary and vocational education and job training.

7) Encourage the elimination of sex, age, handicapping conditions and race bias and stereotyping:

   a) Provide for community outreach.

   b) Reflect the collaboration of the family, the community, business, industry, and labor.

   c) Be accessible to all segments of the population including women, minorities, handicapped individuals, and the economically disadvantaged.

This program must be organized and administered by certified counselors.

USE OF FUNDS:

Title IIA flow-through funds for the Handicapped and Disadvantaged may be used to fund this program along with Title IIB monies. Eligible recipients may request funds to fund projects for such activities nd services as follows:

A. Development of planned, systematic, and coordinated career guidance programs and curriculum which strengthen and expand current and new guidance activities. (Pilot test the Wisconsin Developmental Guidance Model (WDGM).)

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B. Staff development activities which provide school counselors, teachers, administrators, support staff, and counselor educators with inservice training on the planning, organization, and implementation of comprehensive career guidance programs and other identified needs which emerge. (Provide training workshops for school personnel on how to implement the WDGM on a regional or cluster basis.)

C. Research, experimental, and demonstration projects which provide or assist in the development, implementation, and evaluation of comprehensive career guidance programs, guidelines, and other instructional materials. (Research the effectiveness of the WDGM in assisting schools to establish a systematic and comprehensive guidance program K-12.)

D. Development of networks, consortiums, and cooperative programs, within and across state lines that assure the sharing and distribution of resources, materials, and programs proven to be effective.

E. Career guidance and counseling programs designed to assist students with special needs, including at-risk youth, handicapped, disadvantaged, minorities, limited-English, and gifted and talented.

F. Development of projects in the private sector that provide opportunities for counselors to obtain first-hand experience in business and industry within the community for the purpose of articulating current educational curriculum with identified employment needs and job skills.

Prescriptive Requirements

1. Project must be staffed by a certified school counselor and the school personnel.

2. Designed to improve, expand, and extend developmental career guidance and counseling programs that are comprehensive in nature and meet the career development and employment needs of students.

3. Integrates employability skills development and school/community resources with vocational education, basic education, and other curricula.

4. Utilizes the "Wisconsin Developmental Guidance Model" (WDGM), or another specific developmental guidance program model which provides for the career development of the student at the elementary and secondary level.

5. Establishes a guidance steering committee made up of teachers, including vocational and special education instructors; administrators; pupil services staff; parents; business/industry/labor representatives; and a school board member.

6. Includes provisions which encourage the elimination of sex, age, handicapping conditions, race bias, and stereotyping.

7. Provides for special activities that focus upon the needs of women, minorities, handicapped and disdvantaged individuals.

Application Assistance

For more information, contact Jerry Henning, Vocational Education Guidance and Counseling Supervisor at (608) 266-9677.

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LOCAL ADMINISTRATION

PURPOSE

In order to develop, expand, and improve secondary vocational education, school districts are required to have the services of an approved, certificated Local Vocational Education Coordinator (LVEC).

The LVEC must have a minimum of one period per day with an extended contract of 80 hours. (The extended contract requirement is waived if the LVEC is an agriculture instructor who is employed on a twelve-month contract.)

Allocation of Funds

Each eligible recipient submits an application (PI-IS-VE-2) for funding. The following items are reimbursable for local administration:

1) salary of LVEC;
2) extended contract of LVEC;
3) fringe benefits;
4) secretarial services;
5) local travel;
6) DPI-called conferences;
7) costs incurred for completing compliance requirements; i.e., VEDS, vocational evaluation and data processing.

Due to the limited resources available to fund local administration under this Act,the formula used in the previous legislation will be used to calculate local administration for FY 86; i.e.

> The percentage of Federal funds used by an eligible recipient for the costs of supervision and administration of vocational education programs may be no greater than the percentage of Federal funds used to support the total vocational education program carried out by the eligible recipient. For example, the total cost of the vocational education program of the eligible recipient is $100,000 and the Federal contribution to this eligible recipient is $25,000 or 25 percent of the total. If local administration costs are $10,000 then up to 25 percent of this amount, or $2,500, may be charged against the Federal funds.

A study will be conducted during 1985 to review the role, function, and requirement for a local vocational education coordinator. Results of this study will determine future policy.

USE OF FUNDS

The Carl Perkins Vocational Education Act of 1984 permits funding for local administration of vocational education. "Local administration" is defined as follows:

> Activities designed to enhance the vocational education program through staff supervision or curricular development or program evaluation, normally performed by a local vocational education coordinator.

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SPECIAL PROGRAMS (Title III)*

*Title III provides for the following special programs, however, only Consumer and Homemaker Education has received a federal appropriation for 1985-86:

Part A. State Assistance for Vocational Education Support Programs by Community Based Organizations
- Applications
- Use of Funds

Part B. Consumer and Homemaker Education
- Consumer and Homemaker education grants
- Use of funds from consumer and homemaker education grants
- Information dissemination and leadership

Part C. Adult Training, Retraining, and Employment Development
- Findings and Purpose
- Authorization of grants and used for funds
- Coordination with thge Job Training Partnership Act

Part D. Comprehensive Career Guidance and Counseling Programs
- Grants for career guidance and counseling
- Use of funds from career guidance and counseling grants
- Information dissemination and leadership

Part E. Industry-Education Partnership for Training in High-Technology Occupations
- Findings and purpose
- Authorization of grants
- Use of funds

Part B, Consumer and Homemaker program/purpose sections set forth the specific funding criteria and requirements in the following priority areas:

1. Program Development/Improvement-Pilot Schools
2. Support Services/Activities - INSERVICES
3. Other Program Development/Improvement Activities
4. Other Support Services/Activities
5. Home Economics Program Planning and Information Workshops for Administrators, Principals, Guidance Counselors, Curriculum Directors, etc.

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CONSUMER AND HOME ECONOMICS EDUCATION

PURPOSE

Consumer and Home Economics Education programs and activities funded through this title should: 1) be future-oriented, 2) incorporate state identified initiatives, 3) encourage elimination of sex bias and sex stereotyping, and 4) encourage participation of traditional underserved populations. All projects should have the potential to improve, expand, and update home economics courses and/or programs and should address priorities and emerging concerns at the local, state and national levels.

Labor market information indicates that the majority of both adult males and females will fulfill both family and job work responsibilities. A comprehensive future-oriented local vocational education program should include a quality, contemporary consumer and home economics component which will assist both males and females to prepare for this combined work role. The improvement, expansion and updating of the local home economics program based on state-identified initiatives including the home economics family focus approach will provide the basis for meeting economic, social, and cultural conditions and labor market and student needs.

ALLOCATION OF FUNDS

The Act requires a three-year plan/application covering the same period as the State Plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose. This process is detailed in the application section of these guidelines. Approved projects will be funded on a percentage basis according to the amount of federal dollars available and geographic location.

USE OF FUNDS

Eligible recipients may submit an application(s), which includes one or more of the described five priority areas of funding. These priority areas apply to middle/junior high and high school home economics programs and teachers. Title IIIB, is directed toward that part of the Home Economics Program which prepares persons for work in the family enterprise and for generalized employability-vocational skills.

Specific occupational projects in the remaining Home Economics occupational cluster; i.e., food service, family and community services, child services, etc. would be funded through Title IIB.

Five priority areas of funding have been identified and should serve as a guideline for eligible recipients' application development. Local school (individually or collectively), CESAs, and universities may submit projects in any of the five areas.

PRIORITY AREAS OF CONSUMER HOME ECONOMICS FUNDING WITH DESCRIPTIONS:

1) Program Development/Improvement - PILOT SCHOOLS - Three-Year Proposals

Up to 20 districts will be identified and supported as PILOT SCHOOLS for the purposes of establishing model 1990's Home Economics programs and developing identified course resource guides. Each submitting district may include one middle-

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3) Other Program Development/Improvement Activities - Three-Year Proposals

The first two priority areas Pilot Schools, and Inservice - will provide the means for improving the regular home economics programs. In addition, there are special considerations/program efforts that local home economics staff could be investigating and developing. The Home Economics Guide to Curriculum Development identifies some of these special considerations. Eligible recipients may submit projects that are either primary or secondary (using other state or federal funding title for part of project/program costs). The following projects emphasis will be considered: 1) an Individual Support Program for Special Needs students and/or school-age mothers, 2) a DUAL-DICE program for special needs students (Developing Adult Living/ Diversified Individual Cooperative Education), 3) Home economics instructional and outreach coordination with school-or community-based infant and pre-kindergarten child centers, 4) home economics activities/programs for the gifted and talented, and 5) integration of FHA chapter activities into the total grade 7-12 program.

4) Other Support Services/Activities - One-Year Proposals

Special project efforts which encourage eligible recipients to share human, material, and financial resources in a consortium or through the CESA will be considered for funding on a percentage-basis according to the amount of federal dollars available. These projects should emphasize the understanding, support, and development of a total home economics program based on the family-focus approach.

5) Home Economics Program Planning and Information Workshops for Administrators, Principals, Guidance Counselors, Curriculum Directors, etc. - A One-Year Proposal.

Eligible recipients may submit an application which support activities for community and school personnel, other than home economics teachers, to help ensure that the experiences and information gained through carrying out programs assisted by this federal funding can be used for the purposes of local and state program planning. Inservice agendas and other activities/products will be cooperatively approved by state and local personnel. Home economics teachers may also be included.

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junior high school and one high school in their project application. A pilot school project can include up to four teachers per district from the identified schools. The 1985-86 pilot school teachers will participate in the development of the following course resource guides: Middle School, Family and Jobs, Family and Community, Family and Technology, and Family, Food, and Society. Pilot school teachers will be expected to participate in 1) Five-day workshop, August; 2) Three two-day workshops (Friday/Saturday) during the school year; and 3) Five-day workshop, June, in Madison. Lodging and meal expenses for these meetings (per teacher) will be approximately $600. Travel expense and substitute pay would vary. Additional funds can be requested and would be directed toward local efforts to improve, expand, and update the home economics "pilot" program.

In the project, list schools and teachers participating, identify teachers' past participation in workshops/courses related to the home economics family-focus approach, and identify in which course resource guide development the teacher(s) would participate (one per teacher). Individual schools will be grouped into related working group. Projects will be selected according to quality and potential of project, geographical location, and size of schools. University personnel and/or project coordinators will be assigned to approved projects, include $1,500 for consultant and program development assistance.

Local project application should identify and describe the local yearly and three-year effort to systematically progress to the described 1990's home economics program.

2) Support Services/Activities - INSERVICES

One-Year Projects

Local district home economics teachers can be provided opportunities to participate in federally funded inservice/workshops through projects developed and submitted by local districts, CESAs, and/or universities. The following types of inservice/workshops will be considered:

a) Inservice/Workshops from 6 to 30 equivalency hours that are approvable by the Department of Public Instruction and are approvable for content and activity by the Bureau for Vocational Education, will be supported. Fundable equivalency hours workshops must have participation of at least 20 home economics teachers. Program and participant costs up to $500 per six equivalency hours will be supported.

b) Inservice/Credit courses that support the understanding and development of home economics programs/courses based on the family-focus approach can be supported. Universities, individually or in cooperation with schools or CESAs may submit projects for 1- or 1-credit inservice/courses. Universities will provide the program cost support, teachers will pay credit fees, and the project will support teacher participation expenses at the following rates: $100 per credit, drive-in participants, and $200 per credit, lodging-away-from-home participants. Each inservice/course should have planned participation for at least 20 home economics teachers. Additional unique costs will be considered for funding.

Inservice-equivalency hour workshops or credit courses will also be approved based on quality and potential of activity and geographical locations served.

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TABLE I.

Funding Comparison - VEA FY84-85 to FY85-86

The following makes a comparison between the Federal Vocational Education program funding for 1984-85 contrasted with 1985-86.

Table 1. Comparison of Vocational Education Acts

	Vocational Education Act 1984-85	Carl D. Perkins 1985-86
Basic Grant	$4,577,594	$6,538,426
DPI/VTAE "Pool" Contracting	2,000,000	57% to Special Populations (See Table II below)
Program Improvement	772,030	
Guidance & Counseling	194,000	51% to Economically Depressed Areas
Special Disadvantaged	138,765	
Consumer & Homemaker	305,764	303,655
Planning	34,681	
TOTALS	$8,022,834	$6,842,081*

Table II. Setasides Distribution Applies to Titel II for 85-86; VEA for 84-85

No appropriation for Title III except for Consumer & Homemaking as shown above.

	Vocational Education Act 1984-85	Carl D. Perkins 1985-86
Handicapped	$ 754,362	$ 608,073
Disadvantaged	1,508,725	1,337,762
Sex Equity		212,325
General Adult (Dropouts, Incarcerated)		729,688
Single Parents		516,862
Incarcerated		60,808
Special Disadvantaged	138,765	
DPI/VTAE Articulation		225,000
Statewide Focus/Administration		1,307,685
Guidance & Counseling	194,000**	194,000**
TOTALS	$2,595,852	$5,192,203
Discretionary Dollars	$5,121,218	$1,346,223

*Fifty-one percent to depressed areas, $3,489,461, will be allocated from within all setasides.

**Thirty percent must be allocated from Handicapped & Disadvantaged (Vocational Education Act 1984-85). Thirty percent will also be allocated from the Handicapped and Disadvantaged on the Carl D. Perkins Vocational Education act.

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ACRONYMS

P.L. 98-524	--	Public Law 98-524, Carl D. Perkins Vocational Education Act
CBO	--	Community Based Organization
CESA	--	Cooperative Educational Service Agency
CEU	--	Continuing Education Unit
CHCEB	--	County Handicapped Children's Education Board
CHE	--	Consumer - Home Economics
DPI	--	Department of Public Instruction
DUAL-DICE	--	Developing Understanding of Adult Living/Diversified Individual Cooperative Education
ECIA	--	Education Consolidation and Improvement Act
EDGAR	--	Education Division General Administrative Regulations
EHA	--	Education of the Handicapped Act
IEP	--	Individualized Educational Program
JTPA	--	Job Training Partnership Act
LEA	--	Local Educational Agency
LEP	--	Limited English Proficiency
RFP	--	Request for Proposal
SN	--	Special Needs
VEA	--	Vocational Education Act
VEDS	--	Vocational Education Data System
VSO	--	Vocational Student Organization

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Jerry Henning, Supervisor, Counseling and Guidance	266-9677

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JTPA/SPECIAL NEEDS SECTION

Wayne Sherry, Chief	267-9166
Sandra Cicchini, JTPA Education Specialist	267-9164
Robert Enghagen, JTPA Education Specialist	267-2275
Steven Gilles, Coordinator, Vocational/Special Needs Education	267-9256
Henry Hendrickson, JTPA Community Services Specialist	267-9448
Joy Newman, JTPA Program Assistant	266-7283
John Niemeier, JTPA Education Specialist	267-9247
Preston Smeltzer, Supervisor, Vocational/Special Needs Education	266-7987
Patty Smith, Special Needs Program Assistant	267-2277
Patrick Sweeney, JTPA Education Specialist	266-2158
Melinda Waggoner, JTPA Education Specialist	267-9164
Vacant, JTPA, Program Assistant	267-2276

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DEFINITIONS

Apprenticeship training program - a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

Career guidance and counseling - those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist them in making and implementing informed educational and occupational choices.

Community-based organizations (CBO) - any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act.

Cooperative education - a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Correctional institution - any prison, jail, reformatory, work farm, detention center, or halfway house, or community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal offender - any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

Curriculum materials - instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Developmental guidance program - a comprehensive K-12 guidance program which is based on the concept that as all children mature, they pass through identifiable developmental stages that are vital to their growth as individuals. Educational activities and instruction are provided that will assist all children in their personal/social, career, and learning development.

Disadvantaged - individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as

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potential dropouts from, secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

Economically depressed area - an economically integrated area within any state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (A) a rate of unemployment which has exceed by 50 percentum or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families, and for which such designation for the purposes of this Act is approved by the Secretary as consistent with these and such other criteria as may be prescribed, and with the purposes of this Act.

Economically disadvantaged family or individual - such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Eligible recipient - a local educational agency or a postsecondary educational institution.

Entrepreneur - an individual who undertakes self-directed initiatives and assumes personal risks in creating and operating a profit-oriented business.

Entrepreneurship Education - a separate specialized offering or a method of instruction which infused basic academic skills, small business management concepts and practices, development of personal characteristics, and encouragement of entrepreneurial traits into existing courses and programs. Most of the self-employed base their enterprise around an occupational skill, which is often acquired through a vocational education curriculum.

Handicapped (when applied to individuals) - individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

High technology - state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

Homemaker - an individual who is an adult, and has worked as an adult primarily without renumeration to care for the home and family, and for that reason has diminshed marketable skills.

Instructional Program Component (IPC) - this is that part of the Occupational Preparation Program that includes occupational preparation for students according to their declared career objective at a six-digit level or a two-digit level.

> **Six digit Instructional Programs** - when the instructional program is specifically matched to a student's career objective at the six-digit level, the student is reported by the six-digit code.

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Two digit Instructional Programs - when the student declares a career objective at the two-digit lefel or if the same instructional program is used as the means to provide occupational preparation for two or more six-digit career objectives.

Limited English proficiency (when applied to individuals) - individuals who were not born in the United States or whose native language is a language other than English, individuals who come from environments where a language other than English is dominant, and individuals who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and, by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny them the opportunity to learn successfully in classrooms where the language of instruction is English.

Occupational Preparation Program (OPP) - this is that portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It would include 1) the instructional programs and 2) sequence and/or prerequisite courses.

Single parent - an individual who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody.

Small business - for-profit enterprises employing 500 or fewer employees.

Vocational education - organized educational progarms which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring other than a baccalaureat or advanced degree and vocational student organization activities as an integral part of the program; and for purposes of this paragraph, the term "organized education program" means only (A) instruction (including career guidance and counseling) related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids; but the terms do not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land.

Vocational education data systems (VEDS) - a system required by Sec. 421 which shall include information on vocational education 1) students (including information concerning race, sex, and handicapping); 2) programs; 3) program completers and leavers; 4) placement and follow-up; 5) staff; 6) facilities; and 7) expenditures in relation to the principal purposes of this Act.

Vocational student organizations (VSO) - those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

Work Experience program - an educational program directed toward students who are 16 years of age or older. Characteristics of students eligible for participation in this program include: 1) students who exhibit exceptional education needs; 2) students who despite staff efforts to assist their learning, continue to experience difficulty in other school programs; 3) students who exhibit repeated truancy, motivational, and/or disciplinary problems; 4) students who demonstrate a need to work in order to afford to continue their

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education, and/or 5) students who appear to need realistic exploratory experiences in order to make career decisions.

Students should receive academic credit for their participation in this program. The program should contain a related instruction component tailored to individual student needs in order to integrate work and in-school experiences. A minimum of one-half hour of coordination time should be available per week for each student enrolled in a work experience program.

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
1	ABBOTSFORD	208.07	2,450.13	0.00	2,658
2	ADAMS FRIENDSHIP	1,966.52	8,411.86	0.00	10,378
3	ALBANY	131.37	289.01	0.00	420
4	ALGOMA	250.80	551.75	0.00	803
5	ALMA	86.58	190.49	0.00	277
6	ALMA CENTER	752.80	1,975.85	0.00	2,729
7	ALMOND BANCROFT	152.27	334.99	0.00	487
8	ALTOONA	1,256.66	2,866.56	0.00	4,123
9	AMERY	468.75	1,031.25	0.00	1,500
10	ANTIGO	3,840.70	8,593.10	0.00	12,434
11	APPLETON	7,417.42	22,990.36	0.00	30,408
12	ARCADIA	199.11	275.88	0.00	475
13	ARGYLE	77.63	170.78	0.00	248
14	ARKANSAW	59.71	131.37	0.00	191
15	ARROWHEAD UHS	217.95	479.50	0.00	697
16	ASHLAND	2,245.43	4,256.47	0.00	6,502
17	ASHWAUBENON	4,045.98	3,028.16	0.00	7,074
18	ATHENS	59.71	131.37	0.00	191
19	AUBURNDALE	211.98	466.36	0.00	678
20	AUGUSTA	1,126.21	3,388.12	0.00	4,514
21	BALDWIN WOODVILLE	131.37	289.01	0.00	420
22	BANGOR	122.41	269.31	0.00	392
23	BARABOO	2,796.54	4,223.65	0.00	7,020
24	BARKSDALE	396.37	3,886.07	0.00	4,282
25	BARNEVELD	5.97	13.14	0.00	19
26	BARRON	1,437.13	3,637.75	0.00	5,075
27	BAYFIELD	652.11	2,698.41	0.00	3,351
28	BEAVER DAM	1,768.54	23,542.37	0.00	25,311
29	BEECHER DUNBAR PEMBINE	188.10	413.81	0.00	602
30	BELLEVILLE	80.61	177.35	0.00	258
31	BELMONT	177.29	65.68	0.00	243
32	BELOIT	11,615.06	17,559.10	0.00	29,174
33	BELOIT TURNER	632.55	659.50	0.00	1,292
34	BENTON	92.56	203.62	0.00	296
35	BERLIN	435.91	959.00	0.00	1,395
36	BIRCHWOOD	119.43	262.74	0.00	382
37	BLACK HAWK	380.41	1,023.40	0.00	1,404
38	BLACK RIVER FALLS	1,092.76	2,404.06	0.00	3,497
39	BLAIR	612.47	3,390.78	0.00	4,003
40	BLOOMER	750.84	2,967.74	0.00	3,719
41	BLOOMINGTON	189.23	307.41	0.00	497
42	BONDUEL	209.00	459.79	0.00	669
43	BOSCOBEL	744.77	1,581.72	0.00	2,326
44	BOULDER JUNCTION	41.80	91.96	0.00	134
45	BOWLER	370.22	814.49	0.00	1,185
46	BOYCEVILLE	298.57	656.85	0.00	955
47	BRIGHTON #1	14.93	32.84	0.00	48
48	BRILLION	531.86	1,597.51	0.00	2,129
49	BRISTOL	95.54	210.19	0.00	306
50	BRODHEAD	277.67	610.87	0.00	889
51	BROWN DEER	953.25	2,305.63	0.00	3,259
52	BRUCE	346.34	761.94	0.00	1,108
53	BURLINGTON	737.46	1,622.41	0.00	2,360
54	BUTTERNUT	114.48	1,032.60	0.00	1,147

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
55	CADOTT	969.93	1,186.29	0.00	2,156
56	CAMBRIA FRIESLAND	53.74	118.23	0.00	172
57	CAMBRIDGE	572.63	367.83	0.00	940
58	CAMERON	250.80	551.75	0.00	803
59	CAMPBELLSPORT	280.65	617.44	0.00	898
60	CASHTON	92.56	203.62	0.00	296
61	CASSVILLE	71.66	157.64	0.00	229
62	CEDAR GROVE BELGIUM	20.90	45.98	0.00	67
63	CEDARBURG	2,279.09	876.26	0.00	3,155
64	CENTRAL WESTOSHA	98.53	216.76	0.00	315
65	CHETEK	1,242.76	2,539.44	0.00	3,782
66	CHILTON	715.12	814.51	0.00	1,530
67	CHIPPEWA FALLS	3,288.14	6,571.27	0.00	9,859
68	CLAYTON	107.48	236.47	0.00	344
69	CLEAR LAKE	217.95	479.50	0.00	697
70	CLINTON	1,361.56	2,016.59	0.00	3,378
71	CLINTONVILLE	1,636.25	2,944.07	0.00	4,580
72	COCHRANE FOUNTAIN	182.13	400.68	0.00	583
73	COLBY	702.04	3,803.29	0.00	4,505
74	COLEMAN	194.07	426.95	0.00	621
75	COLFAX	305.57	591.16	0.00	897
76	COLUMBUS	238.85	525.48	0.00	764
77	CORNELL	433.13	2,513.19	0.00	2,946
78	CRANDON	632.96	1,392.52	0.00	2,025
79	CRIVITZ	370.22	814.49	0.00	1,185
80	CUBA CITY	482.03	249.60	0.00	732
81	CUDAHY	1,378.35	761.94	0.00	2,140
82	CUMBERLAND	1,007.82	3,692.93	0.00	4,701
83	D C EVEREST	3,552.53	5,612.27	0.00	9,165
84	DARLINGTON	976.10	1,575.18	0.00	2,551
85	DEERFIELD	1,232.15	2,028.42	0.00	3,261
86	DEFOREST	1,094.60	3,289.62	0.00	4,384
87	DELAFIELD J6	20.90	45.98	0.00	67
88	DELAVAN DARIEN	1,918.03	4,316.93	292.67	6,235
89	DENMARK	188.10	413.81	0.00	602
90	DEPERE	1,910.31	4,270.98	0.00	6,181
91	DESOTO	217.95	479.50	0.00	697
92	DODGELAND	624.42	831.59	0.00	1,456
93	DODGEVILLE	981.87	2,182.11	0.00	3,164
94	DOVER #1	17.91	39.41	0.00	57
95	DRUMMOND	904.35	1,229.66	0.00	2,134
96	DURAND	206.01	453.22	0.00	659
97	EAST TROY	1,367.43	872.30	0.00	2,240
98	EAU CLAIRE	8,123.99	23,440.91	0.00	31,565
99	EDGAR	95.54	210.19	0.00	306
100	EDGERTON	2,183.14	3,361.85	0.00	5,545
101	ELCHO	247.81	545.18	0.00	793
102	ELEVA STRUM	429.11	1,615.89	0.00	2,045
103	ELK MOUND	761.76	1,564.65	0.00	2,326
104	ELKHART LAKE	17.91	39.41	0.00	57
105	ELKHORN	654.17	1,355.76	0.00	2,010
106	ELLSWORTH	1,419.22	1,120.60	0.00	2,540
107	ELMBROOK	173.17	380.97	0.00	554
108	ELMWOOD	101.51	223.33	0.00	325

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
109	ELROY KENDALL	862.34	2,162.40	0.00	3,025
110	ERIN #2	2.99	6.57	0.00	10
111	EVANSVILLE	295.58	650.28	0.00	946
112	FALL CREEK	1,096.56	4,129.10	0.00	5,226
113	FALL RIVER	68.67	151.07	0.00	220
114	FENNIMORE	188.10	413.81	0.00	602
115	FLAMBEAU	325.44	715.96	0.00	1,041
116	FLORENCE	256.77	564.89	0.00	822
117	FOND DU LAC	5,111.97	7,912.50	0.00	13,024
118	FONTANA J8	5.97	13.14	0.00	19
119	FORT ATKINSON	388.14	853.90	0.00	1,242
120	FOX POINT J2	35.83	78.82	0.00	115
121	FOX POINT J8	5.97	13.14	0.00	19
122	FRANKLIN	1,475.22	5,658.32	95.90	7,134
123	FREDERIC	280.65	617.44	0.00	898
124	FREEDOM	206.01	453.22	0.00	659
125	GALESVILLE	534.44	1,714.40	0.00	2,249
126	GENEVA J4	0.00	0.00	0.00	0
127	GENOA CITY J2	59.71	131.37	0.00	191
128	GERMANTOWN	1,755.05	3,067.59	0.00	4,823
129	GIBRALTAR	35.83	78.82	0.00	115
130	GILLETT	209.00	459.79	0.00	669
131	GILMAN	566.66	1,862.88	0.00	2,430
132	GILMANTON	169.26	748.83	0.00	918
133	GLENDALE J1	23.89	52.55	0.00	76
134	GLENWOOD CITY	717.07	1,007.63	0.00	1,725
135	GLIDDEN	356.53	1,186.31	0.00	1,543
136	GOODMAN	44.79	98.53	0.00	143
137	GRAFTON	129.41	957.72	0.00	1,087
138	GRANTON	74.64	164.21	0.00	239
139	GRANTSBURG	298.57	656.85	0.00	955
140	GREEN BAY	19,923.12	34,431.53	1,167.17	54,355
141	GREEN LAKE	56.73	124.80	0.00	182
142	GREENDALE	1,148.35	1,037.84	0.00	2,186
143	GREENFIELD	1,483.05	3,737.60	0.00	5,221
144	GREENWOOD	176.15	387.54	0.00	564
145	HAMILTON	191.08	420.38	0.00	611
146	HARTFORD J1	543.39	1,195.46	0.00	1,739
147	HARTFORD UHS	155.25	341.56	0.00	497
148	HARTLAND	26.87	59.12	0.00	86
149	HAYWARD	1,164.41	2,561.71	0.00	3,726
150	HERMAN #22	8.96	19.71	0.00	29
151	HIGHLAND	53.74	118.23	0.00	172
152	HILBERT	305.77	643.73	0.00	950
153	HILLSBORO	149.28	328.42	0.00	478
154	HOLMEN	1,183.04	4,778.08	0.00	5,961
155	HORICON	256.77	564.89	0.00	822
156	HORTONVILLE	848.55	1,161.34	0.00	2,010
157	HOWARD SUAMICO	412.02	906.45	0.00	1,318
158	HOWARDS GROVE	344.59	1,590.95	0.00	1,936
159	HUDSON	322.66	223.33	0.00	546
160	HURLEY	717.90	2,492.15	0.00	3,210
161	HUSTISFORD	80.61	177.35	0.00	258
162	INDEPENDENCE	187.17	1,111.42	0.00	1,299

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
163	IOLA	149.28	328.42	0.00	478
164	IOWA GRANT	206.01	453.22	0.00	659
165	ITHACA	113.46	249.60	0.00	363
166	JANESVILLE	8,206.35	14,189.54	0.00	22,396
167	JEFFERSON	1,908.25	4,105.44	0.00	6,014
168	JOHNSON CREEK	662.30	1,291.40	0.00	1,954
169	JUDA	268.92	105.10	0.00	374
170	KAUKAUNA	650.88	1,431.93	0.00	2,083
171	KENOSHA	14,023.99	22,997.75	389.79	37,022
172	KETTLE MORAINE	2,064.84	730.43	12.38	2,795
173	KEWASKUM	1,342.62	5,718.74	0.00	7,061
174	KEWAUNEE	2,443.40	4,549.51	0.00	6,993
175	KICKAPOO	468.96	1,083.82	0.00	1,553
176	KIEL	1,037.88	1,656.63	0.00	2,695
177	KIMBERLY	134.36	295.58	0.00	430
178	KOHLER	8.96	19.71	0.00	29
179	LAC DU FLAMBEAU	501.59	1,103.50	0.00	1,605
180	LACROSSE	7,457.68	15,434.92	0.00	22,893
181	LADYSMITH	638.93	1,405.65	0.00	2,045
182	LAFARGE	152.27	334.99	0.00	487
183	LAKE GENEVA J1	394.11	867.04	0.00	1,261
184	LAKE GENEVA UHS	743.02	1,010.26	0.00	1,753
185	LAKE HOLCOMBE	963.03	5,318.04	0.00	6,281
186	LAKE MILLS	1,731.17	3,984.60	0.00	5,716
187	LAKELAND UHS	949.23	2,701.06	0.00	3,650
188	LANCASTER	1,192.21	541.25	0.00	1,733
189	LAONA	164.21	361.27	0.00	525
190	LENA	175.23	546.51	0.00	722
191	LINN J4	41.80	91.96	0.00	134
192	LINN J6	0.00	0.00	0.00	0
193	LISBON J2	35.83	78.82	0.00	115
194	LITTLE CHUTE	1,595.68	348.13	0.00	1,944
195	LODI	140.33	308.72	0.00	449
196	LOMIRA	372.38	413.81	0.00	786
197	LOYAL	232.88	512.34	0.00	745
198	LUCK	167.20	367.83	0.00	535
199	LUXEMBURG	914.33	308.72	0.00	1,223
200	MADISON	18,254.35	33,360.80	2,261.75	51,615
201	MANAWA	481.00	759.33	0.00	1,240
202	MANITOWOC	2,173.57	4,781.85	0.00	6,955
203	MAPLE	1,657.97	3,935.94	0.00	5,594
204	MARATHON	146.30	321.86	0.00	468
205	MARINETTE	4,682.86	7,284.65	123.47	11,968
206	MARION	176.15	387.54	0.00	564
207	MARKESAN	462.06	367.83	0.00	830
208	MARSHALL	571.70	311.35	5.28	883
209	MARSHFIELD	3,364.12	6,358.47	0.00	9,723
210	MAUSTON	576.23	1,267.72	0.00	1,844
211	MAYVILLE	137.34	302.15	0.00	439
212	MCFARLAND	705.13	1,089.09	0.00	1,794
213	MEDFORD	1,267.77	3,993.77	0.00	5,262
214	MELLEN	348.60	1,087.78	0.00	1,436
215	MELROSE MINDORO	217.95	479.50	0.00	697
216	MENASHA	1,071.86	2,358.08	0.00	3,430

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
217	MENOMINEE IND	1,418.19	3,120.03	0.00	4,538
218	MENOMONEE FALLS	406.05	893.31	0.00	1,299
219	MENOMONIE	2,361.14	3,215.99	0.00	5,577
220	MEQUON	2,283.10	1,342.65	0.00	3,626
221	MERCER	116.44	256.17	0.00	373
222	MERRILL	2,172.54	4,663.71	0.00	6,836
223	MERTON J4	11.94	26.27	0.00	38
224	MERTON J7	0.00	0.00	0.00	0
225	MERTON J8	5.97	13.14	0.00	19
226	MERTON J9	0.00	0.00	0.00	0
227	MIDDLETON	274.68	604.30	0.00	879
228	MILTON	355.30	781.65	0.00	1,137
229	MILWAUKEE	143,126.46	392,852.62	206,414.09	535,979
230	MINERAL POINT	1,311.84	2,795.65	0.00	4,107
231	MINOCQUA J1	80.61	177.35	0.00	258
232	MISHICOT	167.20	367.83	0.00	535
233	MONDOVI	984.86	2,080.95	0.00	3,066
234	MONONA GROVE	1,293.92	709.42	0.00	2,003
235	MONROE	1,126.21	1,556.75	0.00	2,683
236	MONTELLO	247.81	545.18	0.00	793
237	MONTICELLO	35.83	78.82	0.00	115
238	MOSINEE	558.32	1,228.30	0.00	1,787
239	MT HOREB	1,054.76	2,205.77	37.39	3,261
240	MUKWONAGO	3,942.51	7,674.91	0.00	11,617
241	MUSKEGO	3,022.10	3,071.53	0.00	6,094
242	NASHOTAH J2	32.84	72.25	0.00	105
243	NECEDAH	209.00	459.79	0.00	669
244	NEENAH	2,761.43	8,457.84	0.00	11,219
245	NEILLSVILLE	1,833.51	2,676.07	0.00	4,510
246	NEKOOSA	412.02	906.45	0.00	1,318
247	NEOSHO J3	89.57	197.05	0.00	287
248	NEW AUBURN	931.22	3,012.41	0.00	3,944
249	NEW BERLIN	3,365.76	835.52	0.00	4,201
250	NEW GLARUS	190.16	256.17	0.00	446
251	NEW HOLSTEIN	137.34	302.15	0.00	439
252	NEW LISBON	274.68	604.30	0.00	879
253	NEW LONDON	468.75	1,031.25	0.00	1,500
254	NEW RICHMOND	1,640.36	4,460.16	0.00	6,101
255	NIAGARA	116.44	256.17	0.00	373
256	NICOLET UHS	17.91	39.41	0.00	57
257	NORRIS	564.80	134.00	0.00	699
258	NORTH CRAWFORD	535.67	1,688.14	0.00	2,224
259	NORTH FOND DU LAC	173.17	380.97	0.00	554
260	NORTHERN OZAUKEE	282.81	970.85	0.00	1,254
261	NORTHLAND PINES	501.59	1,103.50	0.00	1,605
262	NORTHWOOD	191.08	420.38	0.00	611
263	NORWALK ONTARIO	434.16	603.00	0.00	1,037
264	NORWAY J7	8.96	19.71	0.00	29
265	OAK CREEK	298.57	656.85	0.00	955
266	OAKFIELD	107.48	236.47	0.00	344
267	OCONOMOWOC	1,210.94	1,742.00	0.00	2,953
268	OCONTO	507.56	1,116.64	0.00	1,624
269	OCONTO FALLS	2,170.16	7,077.14	0.00	9,247
270	OMRO	226.91	714.66	0.00	942

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	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
271	ONALASKA	1,953.03	4,311.69	0.00	6,265
272	OOSTBURG	506.02	490.03	0.00	996
273	OREGON	2,482.22	1,079.89	0.00	3,562
274	OSCEOLA	250.80	551.75	0.00	803
275	OSHKOSH	10,492.54	10,124.79	0.00	20,617
276	OSSEO FAIRCHILD	1,172.03	3,192.37	0.00	4,364
277	OWEN WITHEE	229.90	721.23	0.00	951
278	PALMYRA	167.20	367.83	0.00	535
279	PARDEEVILLE	173.17	380.97	0.00	554
280	PARIS J1	44.79	98.53	0.00	143
281	PARK FALLS	924.22	7,171.75	121.56	8,096
282	PARKVIEW	322.45	709.40	0.00	1,032
283	PECATONICA	44.79	98.53	0.00	143
284	PEPIN	107.48	236.47	0.00	344
285	PESHTIGO	191.08	420.38	0.00	611
286	PEWAUKEE	1,999.16	693.65	0.00	2,693
287	PHELPS	17.91	39.41	0.00	57
288	PHILLIPS	340.37	748.81	0.00	1,089
289	PITTSVILLE	247.81	545.18	0.00	793
290	PLATTEVILLE	1,643.25	3,524.76	59.74	5,168
291	PLUM CITY	116.44	256.17	0.00	373
292	PLYMOUTH	2,152.35	7,117.87	0.00	9,270
293	PORT EDWARDS	56.73	124.80	0.00	182
294	PORT WASHINGTON	3,542.85	6,450.48	0.00	9,993
295	PORTAGE	2,137.01	3,424.88	0.00	5,562
296	POTOSI	664.36	487.39	0.00	1,152
297	POYNETTE	188.10	413.81	0.00	602
298	PRAIRIE DU CHIEN	1,623.27	3,319.81	0.00	4,943
299	PRAIRIE FARM	266.86	1,124.56	0.00	1,391
300	PRENTICE	232.88	512.34	0.00	745
301	PRESCOTT	782.86	478.19	0.00	1,261
302	PRINCETON	128.38	282.44	0.00	411
303	PULASKI	200.04	440.09	0.00	640
304	RACINE	25,182.34	42,882.34	0.00	68,065
305	RANDALL J1	44.79	98.53	0.00	143
306	RANDOLPH	95.54	210.19	0.00	306
307	RANDOM LAKE	161.23	354.70	0.00	516
308	RAYMOND #14	11.94	26.27	0.00	38
309	RAYMOND J1	11.94	26.27	0.00	38
310	REEDSBURG	1,638.10	5,534.78	0.00	7,173
311	REEDSVILLE	362.50	5,508.55	0.00	5,871
312	RHINELANDER	3,235.53	6,454.37	0.00	9,690
313	RIB LAKE	128.38	282.44	0.00	411
314	RICE LAKE	2,366.19	11,144.49	0.00	13,511
315	RICHFIELD #2	32.84	72.25	0.00	105
316	RICHFIELD J07	11.94	26.27	0.00	38
317	RICHFIELD J11	0.00	0.00	0.00	0
318	RICHLAND	650.88	1,431.93	0.00	2,083
319	RIO	185.11	407.25	0.00	592
320	RIPON	301.55	663.42	0.00	965
321	RIVER FALLS	504.58	1,110.07	0.00	1,615
322	RIVER VALLEY	1,496.85	6,785.49	0.00	8,282
323	RIVERDALE	355.30	781.65	0.00	1,137
324	ROSENDALE BRANDON	2,241.20	3,001.91	0.00	5,243

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
325	ROSHOLT	83.60	183.92	0.00	268
326	RUBICON J6	26.87	59.12	0.00	86
327	SAINT CROIX CENTRAL	200.04	440.09	0.00	640
328	SAINT CROIX FALLS	676.10	1,322.92	0.00	1,999
329	SAINT FRANCIS	131.37	289.01	0.00	420
330	SALEM #7	92.56	203.62	0.00	296
331	SALEM J2	376.19	827.63	0.00	1,204
332	SALEM J9	23.89	52.55	0.00	76
333	SAUK PRAIRIE	1,471.93	4,441.76	0.00	5,914
334	SENECA	128.38	282.44	0.00	411
335	SEVASTOPOL	110.47	243.03	0.00	354
336	SEYMOUR	2,258.81	3,231.78	0.00	5,491
337	SHARON J11	83.60	183.92	0.00	268
338	SHAWANO GRESHAM	2,317.08	5,491.39	0.00	7,808
339	SHEBOYGAN	10,559.46	24,463.10	1,658.52	35,023
340	SHEBOYGAN FALLS	244.83	538.61	0.00	783
341	SHELL LAKE	200.04	440.09	0.00	640
342	SHIOCTON	726.96	652.91	0.00	1,380
343	SHOREWOOD	65.68	144.51	0.00	210
344	SHULLSBURG	152.27	334.99	0.00	487
345	SILVER LAKE J1	173.17	380.97	0.00	554
346	SIREN	313.50	689.69	0.00	1,003
347	SLINGER	203.03	446.66	0.00	650
348	SOLON SPRINGS	504.89	1,135.07	0.00	1,640
349	SOMERSET	319.67	324.49	0.00	644
350	SOUTH MILWAUKEE	2,383.28	3,666.63	0.00	6,050
351	SOUTH SHORE	359.51	1,946.97	0.00	2,306
352	SOUTHERN DOOR	1,601.55	1,035.21	0.00	2,637
353	SOUTHWESTERN WIS	1,124.46	446.66	0.00	1,571
354	SPARTA	2,476.66	6,862.96	0.00	9,340
355	SPENCER	140.33	308.72	0.00	449
356	SPOONER	1,368.05	4,135.62	0.00	5,504
357	SPRING VALLEY	428.29	346.82	0.00	775
358	STANLEY BOYD	1,079.37	1,077.23	0.00	2,157
359	STEVENS POINT	4,125.47	12,665.72	0.00	16,791
360	STOCKBRIDGE	35.83	78.82	0.00	115
361	STOUGHTON	2,840.50	2,514.47	0.00	5,355
362	STRATFORD	134.36	295.58	0.00	430
363	STURGEON BAY	310.51	683.12	0.00	994
364	SUN PRAIRIE	1,840.20	1,615.84	0.00	3,456
365	SUPERIOR	6,334.14	14,721.56	0.00	21,056
366	SURING	292.60	643.71	0.00	936
367	TAYLOR	179.14	394.11	0.00	573
368	THORP	200.04	440.09	0.00	640
369	THREE LAKES	86.58	190.49	0.00	277
370	TIGERTON	406.26	1,915.43	0.00	2,322
371	TOMAH	1,167.40	2,568.27	0.00	3,736
372	TOMAHAWK	1,183.87	1,953.49	0.00	3,137
373	TOMORROW RIVER	944.19	3,067.59	0.00	4,012
374	TRI COUNTY	622.36	1,312.41	0.00	1,935
375	TURTLE LAKE	414.18	1,583.05	0.00	1,997
376	TWIN LAKES #4	134.36	295.58	0.00	430
377	TWO RIVERS	731.49	1,609.28	0.00	2,341
378	UNION GROVE J1	137.34	302.15	0.00	439

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SPECIAL NEEDS ENTITLEMENT FOR 1985-86 PREPARED FEBRUARY 28,1985

	DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
379	UNION GROVE UHS	29.86	65.68	0.00	96
380	UNITY	994.74	2,157.14	0.00	3,152
381	VALDERS	661.27	2,555.23	0.00	3,217
382	VERONA	688.25	3,556.32	0.00	4,245
383	VIROQUA	420.98	926.16	0.00	1,347
384	WABENO	295.58	650.28	0.00	946
385	WALWORTH J1	38.81	85.39	0.00	124
386	WALWORTH UHS	26.87	59.12	0.00	86
387	WASHBURN	441.06	2,073.08	0.00	2,514
388	WASHINGTON	0.00	0.00	0.00	0
389	WATERFORD J1	59.71	131.37	0.00	191
390	WATERFORD J1V	182.13	400.68	0.00	583
391	WATERFORD UHS	1,403.57	2,699.76	0.00	4,103
392	WATERLOO	770.92	3,145.11	0.00	3,916
393	WATERTOWN	2,367.12	4,629.59	0.00	6,997
394	WAUKESHA	10,369.82	7,694.43	652.07	18,064
395	WAUNAKEE	734.06	3,468.29	0.00	4,202
396	WAUPACA	723.56	2,480.30	0.00	3,204
397	WAUPUN	2,024.69	4,469.34	0.00	6,494
398	WAUSAU	7,193.90	10,321.92	174.95	17,516
399	WAUSAUKEE	262.74	578.03	0.00	841
400	WAUTOMA	417.99	919.59	0.00	1,338
401	WAUWATOSA	155.25	341.56	0.00	497
402	WAUZEKA	147.33	889.40	0.00	1,037
403	WEBSTER	417.99	919.59	0.00	1,338
404	WEST ALLIS	2,304.42	3,845.28	0.00	6,150
405	WEST BEND	4,489.30	7,455.41	0.00	11,945
406	WEST DEPERE	2,606.69	1,191.55	0.00	3,798
407	WEST GRANT	104.50	229.90	0.00	334
408	WEST SALEM	152.27	334.99	0.00	487
409	WESTBY	241.84	532.05	0.00	774
410	WESTFIELD	394.11	867.04	0.00	1,261
411	WESTON	444.14	2,590.70	0.00	3,035
412	WEYAUWEGA	571.60	2,278.03	0.00	2,850
413	WEYERHAEUSER	62.70	137.94	0.00	201
414	WHEATLAND J1	203.03	446.66	0.00	650
415	WHITE LAKE	191.08	420.38	0.00	611
416	WHITEFISH BAY	29.86	65.68	0.00	96
417	WHITEHALL	804.69	1,765.66	0.00	2,570
418	WHITEWATER	391.12	860.47	0.00	1,252
419	WHITNALL	1,254.08	2,211.04	0.00	3,465
420	WILD ROSE	188.10	413.81	0.00	602
421	WILLIAMS BAY	68.67	151.07	0.00	220
422	WILMOT UHS	107.48	236.47	0.00	344
423	WINNECONNE	981.05	1,128.50	0.00	2,110
424	WINTER	352.31	775.08	0.00	1,127
425	WISCONSIN DELLS	1,869.33	4,155.35	0.00	6,025
426	WISCONSIN HEIGHTS	170.18	374.40	0.00	545
427	WISCONSIN RAPIDS	3,685.54	9,947.61	0.00	13,633
428	WITTENBERG	1,769.67	5,014.54	0.00	6,784
429	WONEWOC	152.27	334.99	0.00	487
430	WOODRUFF J1	143.31	315.29	0.00	459
431	WRIGHTSTOWN	645.42	3,435.45	0.00	4,081
432	YORKVILLE J2	26.87	59.12	0.00	86

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DISTRICT	HANDICAPPED ENTITLEMENT	DISADVANTAGED ENTITLEMENT	LIMITED ENGLISH PROFICIENT $	TOTAL ENTITLEMENT
433 WI SCH FOR VISUALLY IM	2,174.59	0.00	0.00	2,175
	608,074	1,337,762	213,467	1,945,836

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